

DOCUMENT RESUME

ED 248 097

RC 014 945

TITLE Manufacturing/Marketing & Distribution. B6. CHOICE: Challenging Options in Career Education.

INSTITUTION Mid-Hudson Migrant Education Center, New Paltz, NY.; Putnam and Northern Westchester Counties Board of Cooperative Educational Services, Yorktown Heights, N.Y.; Ulster County Board of Cooperative Educational Services, New Paltz, N.Y.

SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE [83]

GRANT 28-84-0023

NOTE 507p.; For related documents, see RC 014 933-946. Best copy available. To avoid repetition of identical pages, separate teacher logs, student logs, pre/post tests, and activity folders have been merged to create a single document.

AVAILABLE FROM CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, \$5.00 plus shipping; Student Log, \$2.50 plus shipping; Student Activities--laminated folders--\$30.00 plus shipping).

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF02/PC21 Plus Postage.

DESCRIPTORS *Career Education; Cognitive Development; Educational Games; Elementary Education; *Grade 5; Instructional Materials; Language Arts; *Learning Activities; *Manufacturing Industry; Marketing; *Migrant Education; Occupational Clusters; *Occupational Information; Skill Development; Teaching Guides; Units of Study

IDENTIFIERS *CHOICE (Career Education Curriculum)

ABSTRACT

The documents aggregated here comprise the fifth grade unit of a career education curriculum designed for migrant students. Focusing on 11 occupations in manufacturing, marketing, and distribution, the combined teacher and student logs contain lessons and activities about the tools and tasks of workers in the 11 occupations: union representative, welder, machinist, assembly worker, textile designer, chemist, buyer, sales representative, accountant, commercial artist, and trucker. The logs contain all the student activities with instructions for their use, answers to the puzzles and activities, an orientation to the unit, vocabulary lists for each occupation, suggestions for further activities, and space for notes. The activities and puzzles are intended to provide occupational information while they reinforce the skills of matching, fact finding, determining the main idea, outlining, spelling, and logical validity. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (NQA)

ED248097

CHOICE: Challenging Options in Career Education

B6

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters; written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practlicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

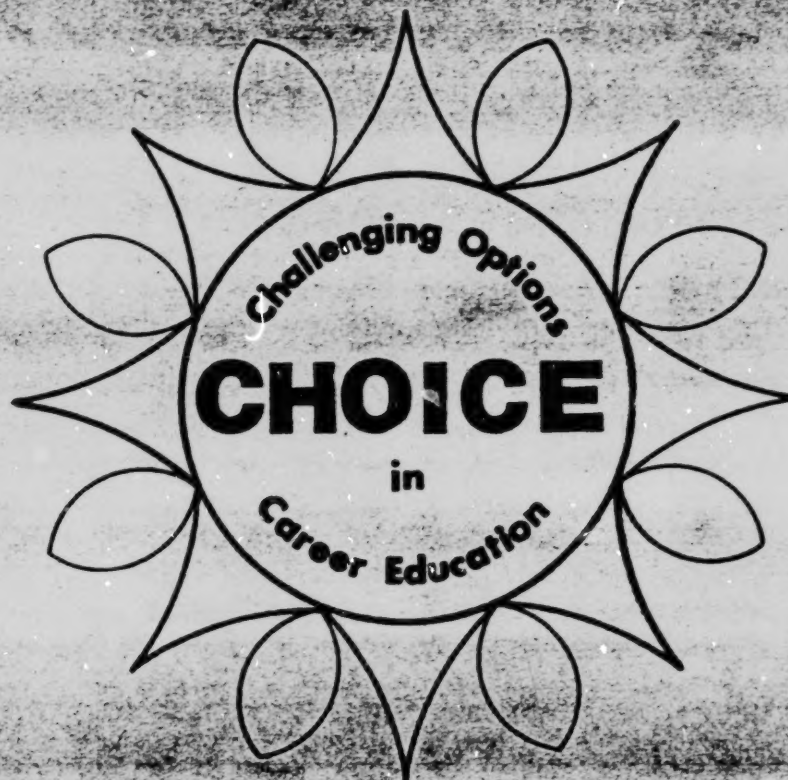
The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

Contents developed at:
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Work on this curriculum is performed pursuant to project #28-84-0023 with the United States Department of Education. Funds were obtained through Title I ESEA Migrant Education Funds public law 95-561 section 143. The opinions expressed do not necessarily reflect the position or policy of the United States Department of Education and no official endorsement should be inferred.

Manufacturing/Marketing & Distribution

Teacher's Log (including reduced reproductions of students' pages)

Student Log

Pre Post Treatment Control

Student Activities

The teachers' guide portion of the B6 Log consists of reduced students' pages with teacher instructions to the left of each student page. On the first page of each career unit there appears a list of vocabulary words and suggestions for extending the unit. Answers for each activity are included on individual activity pages.

BEFORE EACH UNIT IS BEGUN, THE INSTRUCTOR SHOULD READ THE TEACHERS' PAGES FOR THAT UNIT.

Generally, an attempt has been made to achieve a fifth grade reading level with this material. The Fry Readability Graph and the Basic Skills Word List (Improving Instruction Through Measurement, Los Angeles, 1980) were employed to this end. However, due to the technical vocabulary dictated by content, some words employed fall outside these limits. These words are included in the vocabulary list at the beginning of each career unit. Development of vocabulary prior to beginning unit instruction is imperative.

The instructor may use his/her discretion in adapting methodology to student population by:

1. allowing student(s) to read the mater-

ials independently

2. using materials as group reading activities
3. reading the materials to the student(s)
4. taping the reading materials for the independent use of the student(s).

The CHOICE Curriculum allows for flexibility in instruction! Expand and diversify by:

1. allowing students to begin units by giving their experiences with the work unit or cluster
2. initiating lectures on relevant topics
3. initiating field trips when possible
4. initiating career learning centers for clusters/units
5. including other relevant reading materials
6. displaying real tools/materials when possible (and safe).
7. employing students' creativity in related artwork (bulletin boards, posters, collages, etc.).

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APPENDIX

PERFORMANCE OBJECTIVES

CURRICULUM CONTENT

B6 Manufacturing Introduction

Vocabulary

appliance
article
manufacturing*
material

natural
processed*
produce
substances

*developed in text/activity

Extension

1. Research various products to identify the various raw materials and processes used to manufacture each.
2. Visit a factory.
3. Initiate a class project to manufacture a product.

Page 1

Student reads story or instructor reads story to student(s).

Notes



Manufacturing

Workers in the Manufacturing Career Cluster work to produce the goods used by all of us. They work together to make products like cars, appliances, clothing, toys and many other articles.

Manufacturing workers make processed goods. Processed goods are things that are not used in their natural forms. Processed goods are things that are made from natural products. They cannot be grown or mined. The materials manufacturing workers use to make processed goods are called raw materials. Cotton is a raw material used to make cloth. Rubber is a raw material used to make automobile tires.

As you read the story about Josh Simmons, you will learn about several workers in the manufacturing career cluster. Ask yourself if you would like to do any of these jobs.



Student matches products to the raw material used to make each product.

Notes

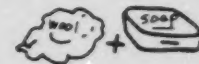
Raw Materials



Raw materials are the substances used to make processed goods. Manufacturing workers process or change the raw materials to make them into more usable goods.

For instance, sheep's wool is a raw material. It is gathered, cleaned, combed, and spun to make yarn. Cleaning, combing and spinning are ways to process wool into yarn. Yarn can be used in more ways than sheep's wool. The yarn then becomes a material for other manufacturing workers who knit, crochet, or weave the yarn into blankets, sweaters, or clothing. These processed goods have more uses than yarn.

Match each raw material below to a product or processed item that is made from that raw material.



Raw Material

Product

wool	peanut butter
trees	flour
petroleum	yarn
iron	lumber
wheat	maple sugar
rubber	plastic
sugar cane	automobile bodies
peanuts	tires
maple sap	granulated sugar



Student lists 2 raw materials for each of several products.

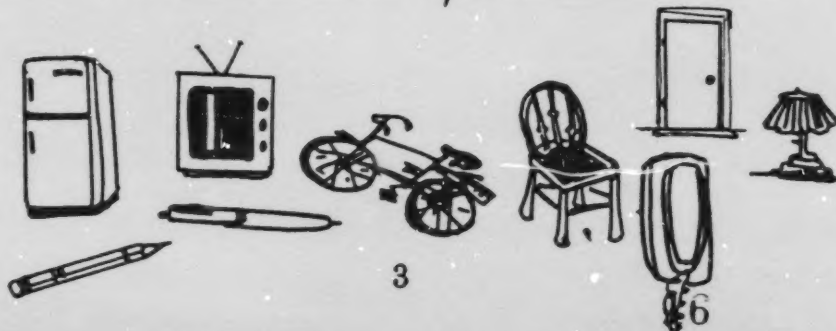
Notes

Raw Materials

Many products are made from several raw materials. For instance, some of the raw materials used to make an automobile are: steel (body and frame), plastic (steering wheel, upholstery), rubber (tires), fabric (upholstery), and glass (windshield).

List at least two raw materials used in making each of the products listed below.

pencil	<u>wood</u>	<u>lead</u>
pen	<u>plastic (petroleum)</u>	<u>metal</u>
bicycle	<u>rubber</u>	<u>metal (steel)</u>
chair	<u>wood</u>	<u>metal (nails)</u>
telephone	<u>plastic</u>	<u>metal</u>
television	<u>wood (glass)</u>	<u>wood</u>
lamp	<u>wood (glass)</u>	<u>metal</u>
door	<u>wood</u>	<u>wood</u>
refrigerator	<u>metal</u>	<u>plastic</u>



Vocabulary

complaint*	illegal	reference
concern	legal	representative*
condition	literature*	salary
construction	management*	solution
dispute*	mediating*	tour
grievance*	pamphlet	union*
	political science	

*developed in activity/text

Extension

1. Arrange talk by local union representative.
2. Display union literature.
3. Research history of unions.

Page 4

Discuss picture in conjunction with reading the story.

NOTE : Follow-up activities relating to union representative are found at the end of the cluster (pages 32 - 37), as much of the cluster reading relates to the union representative. These activities should be completed when all of the reading has been done.

Notes

Union Representative

This union representative helps companies and workers solve problems about salary, working hours, working conditions, and other areas of concern.



Student reads story or instructor reads story to student(s).

Notes



Rrrring! Josh Simmons reached across the bed and turned off the alarm. He yawned and mumbled as he dragged himself from his warm bed to the bathroom. The hot water of the shower began to wake him. He started thinking about the day ahead.

Josh is a union representative. This means that Josh speaks for the workers who belong to his union. Workers join the union to help protect their salaries, to help improve their working conditions, and to protect their rights as workers. When the workers and the company bosses or management can't agree to solve a problem, Josh comes to help the workers present their side of the problem. He listens to all sides of the problem or dispute, then helps the management and the workers settle on a solution that is agreeable to both sides. This is called mediating. Josh's most important job is to mediate a dispute about working conditions at Grant Automotive Industries.

As the morning temperature began to rise, Josh got into his car for the trip to Grant Industries. Josh uses his car like a traveling office. He travels to different factory locations a lot, so he must make sure he has everything he needs in the car. He keeps legal reference books with him in the car. He checks these to make sure that he does nothing illegal when he mediates disputes. He also carries grievance papers. These are special forms that workers fill out when they have a complaint against their company. He keeps union literature like booklets and pamphlets to hand out to workers. Union literature explains to workers how their union can help them. Josh always has a hard hat and safety glasses in his car in case he needs to tour a factory or a construction site.

As Josh drove to Grant Automotive Industries, he thought about the things he would have to do today. Speaking in front of a group of people is something Josh learned in a public speaking course in college. This course taught him how to organize facts and present them in the best possible way. His political science courses also taught him how to deal with people. Josh knew that he would use all of his skills to settle this dispute.

Student labels pictures of union representatives' tools/equipment.

Notes



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Welder

B6 Welder

Vocabulary

appointment	industry	renovated
apprenticeship	intense	securely
certified	interrupted	torch
committee	linger	ventilation
directors	machinists	vocational
fumes	poisonous	welder*
hazardous	proper	welding rod

*developed in text/activity

Extension

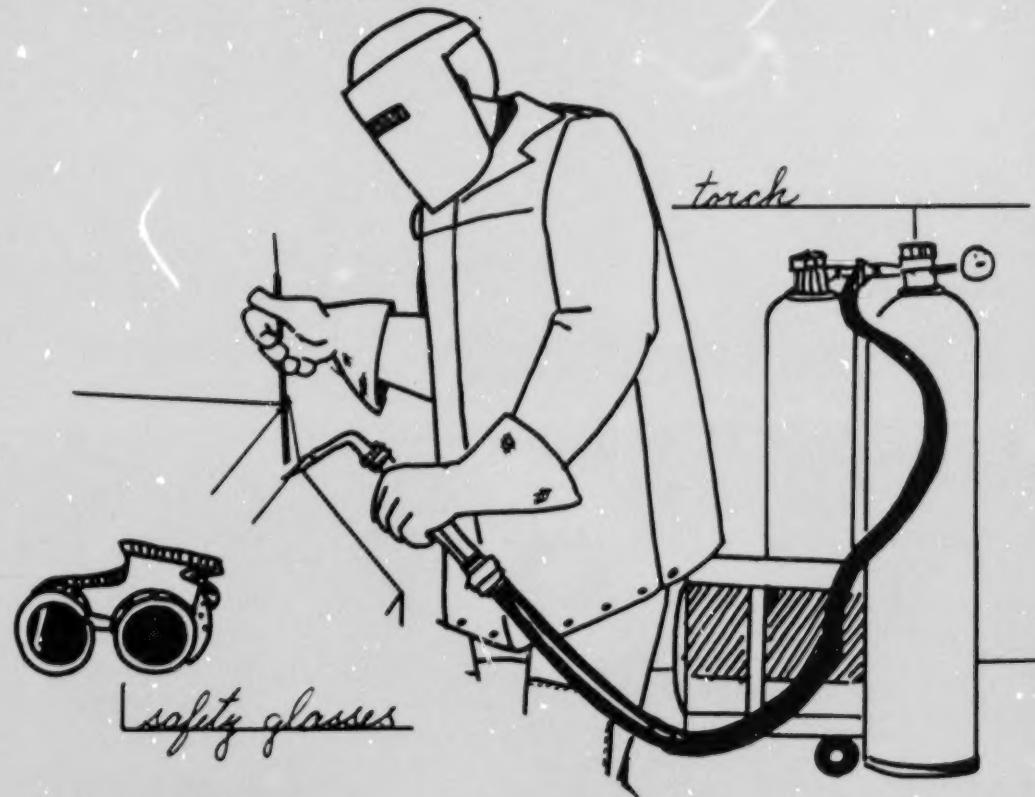
1. Arrange demonstration of welding by industrial arts/vocational teacher.

Page 7

Complete this page in conjunction with vocabulary development or direct student to label pictures after reading story.

Notes

This welder is using a torch and a welding rod to join two pieces of metal. The torch melts the welding rod across the two pieces of metal. When it cools and rehardens, the metal will be joined securely.



safety glasses



glove



face mask

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Student reads story or instructor reads story to student(s).

Notes

Welder

Once Joshua reached Grant Industries he went to the main office. He had an appointment with the board of directors. A young woman greeted Josh and said, "Hello, Mr. Simmons. We've been expecting you." He followed her to the conference room and shook hands with the chairman of the committee. "Good morning, Joshua. Let's get right down to business. I know you've heard the workers' grievances, but you haven't heard ours. We feel their complaints are unfair. The committee feels that the workers are paid enough, are often late, take breaks when they shouldn't, and they're just not working hard enough."

"Well, Mr. Chairman, I think we should take one case at a time," began Josh. "The welders and the machinists want the shop renovated. The ventilation is poor and produces unhealthy working conditions."

The chairman interrupted excitedly, "Those shops are the pride of our industry. We have purchased the newest tools and machinery."

"Maybe so," Josh said. "But they are using welding torches to join metal parts to build and fix metal objects. The process uses intense heat and pressure. When they cut and shape the metal, smoke and gases are given off and they linger in the air. Without a proper ventilation system, the fumes are hazardous to the workers' health."

Another member of the committee said, "They don't know what they're talking about."

Josh explained, "Welders are well-trained people. They have attended vocational school and have taken courses in drafting, blueprint reading, and metal and welding shops. They also experienced an on-the-job apprenticeship program for 3 years before they got certified. They know what they're talking about."

The committee members talked among themselves for a few minutes. A very tall man stood up and loudly said, "The welders don't weld all the time. They have other jobs to do. When they aren't welding, the air can clear."

Josh said, "That's true. They do have other things to do. They read and use blueprints of the planned work. The welders also select materials according to the types and thickness of the metals to be welded. The metal must be cleaned and clamped. All these things are done in the same shop. While the welders are doing these jobs, they are still breathing the poisonous fumes."

Student reads selections and chooses the most appropriate title (main idea) for each.

Notes

Main Idea

Read each paragraph below. Choose the title which best fits each paragraph and write the best title on the line above each paragraph.

1. An Experienced Welder

Casey had always enjoyed working with his hands. That's why he liked his job as head welder for Grant Automotive Industries. Besides doing welding jobs himself, Casey helped train new welders. He taught them how to use blueprints and how to use welding tools properly. He helped them take pride in making a good weld.

2. Welding Skills

Welders use many skills on the job. They must be able to plan a welding job by reading blueprints and choosing the right materials to use for different jobs. They may use clamps to hold two pieces of metal until the weld has set. They may "spot weld" or weld certain spots to hold the metal until the pieces are welded securely. Welders must know what kind of torch and welding material to use for different jobs.

3. Welding Safety

Welding can be a dangerous job. Welders work with torches that use flame to heat metal to very high temperatures. Sometimes the torches give off gases that are dangerous to breathe. Because of these hazards, welders need safety equipment. They wear heavy gloves to protect their hands from flying sparks and rough metal edges. Often, they wear fire-proof aprons to protect their clothes and bodies. Welders use safety glasses or face masks to protect their eyes and faces from heat. Many welding shops have ventilation systems which pull the gases from the areas where welders and others are working.

4. Welders' Training

Welders are highly skilled workers. Some begin training in high school shop courses. Training in blueprint reading, drafting, and advanced metal shops is given in vocational schools. Many welders receive training in three-year apprenticeship programs. They learn by working with experienced welders.

TITLES

Welders' Training
Welding Skills

9

An Experienced Welder
Welding Safety

28

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Welder Crossword

Student uses crossword puzzle to review welder vocabulary.

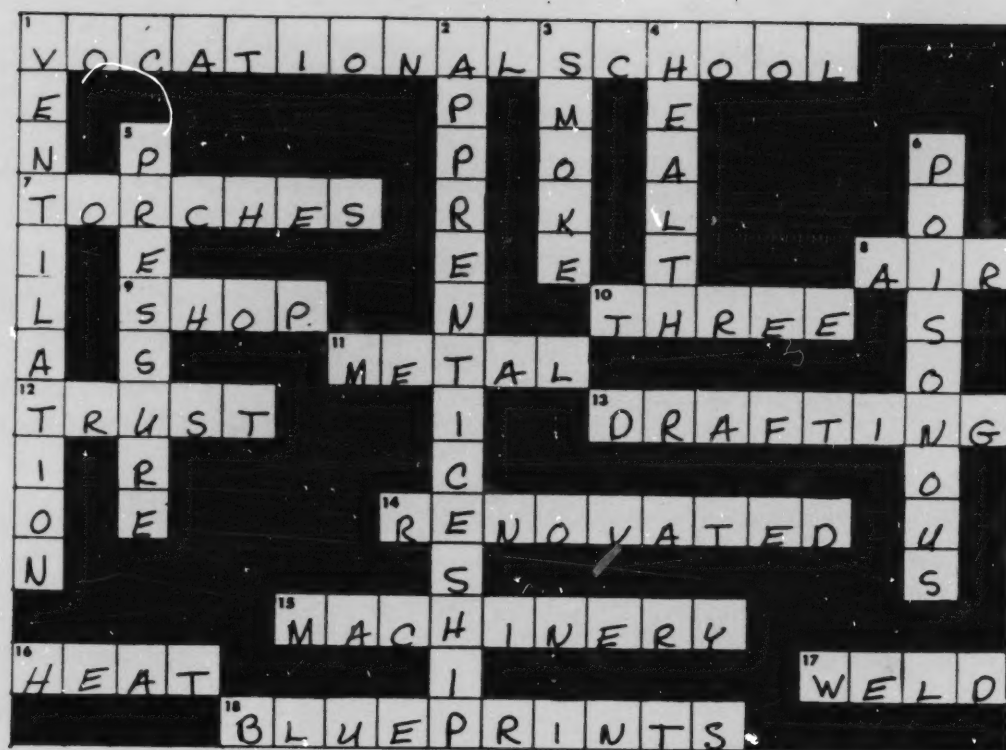
Notes

Across

1. a place where a person gets trained for a job (two words)
7. welders use welding _____ to join metal pieces together
8. a good ventilation system circulates fresh _____
9. place where welders work
10. how many years that a welder is an apprentice
11. the material welders use often
12. The welders have faith that Josh will help him. They _____ him.
13. Welders take courses in this form of drawing.
14. The welders wanted the ventilation _____. (made new, repaired)
15. The management bought the welders the newest _____. (means mechanical works)
16. Welding uses intense _____.
17. To join metal pieces by heat and pressure.
18. The detailed plans on paper.

Down

1. a system for circulating air
2. learning on-the-job while someone experienced is teaching you
3. this is given off when welding
4. fumes are hazardous to your _____
5. welders use intense heat and _____
6. a substance that can make someone sick or can kill is _____ (As in _____ fumes)



Vocabulary

lathe
machinist*

maintain

mechanical
technical

*developed in text/activity

Extension

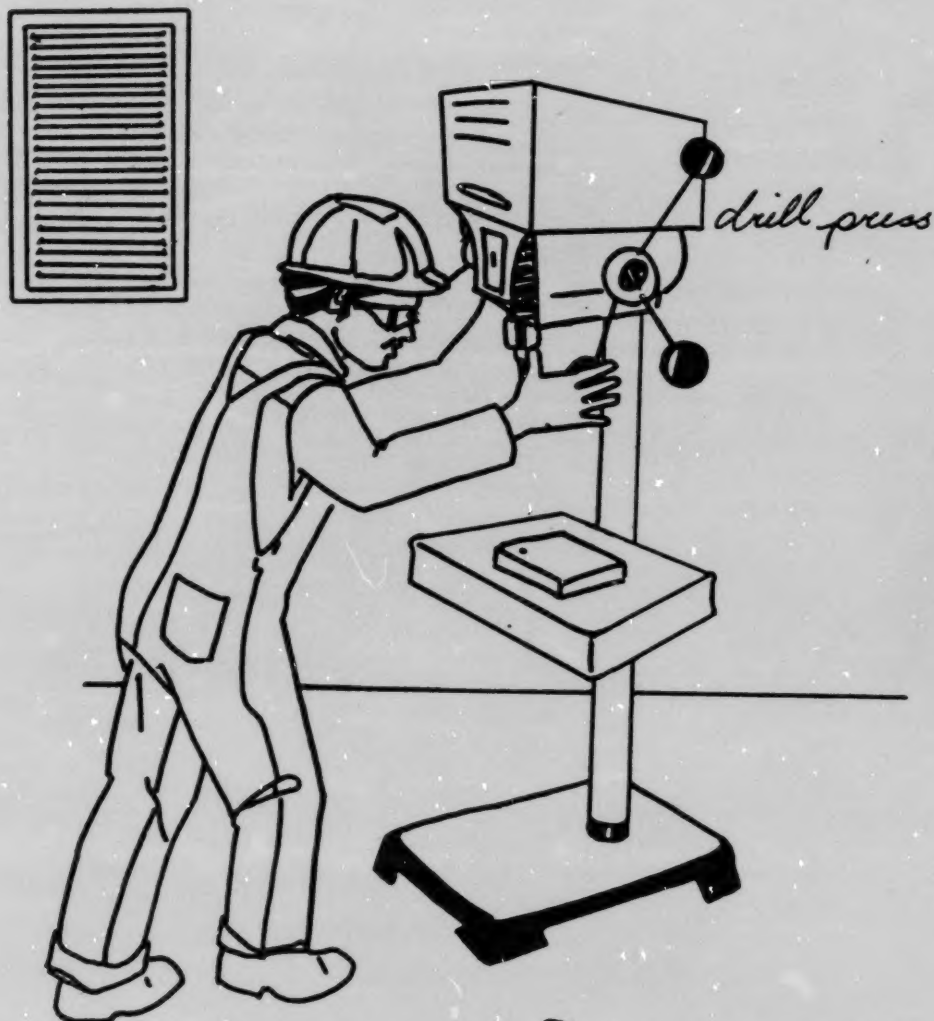
1. Visit industrial arts room for demonstration of machines.

Page 12

Discuss illustration encouraging students to label tools/equipment.

Notes

This machinist is using a drill press to drill holes in metal.



Student reads story or instructor reads story
to student (s). Student labels "lathe".

Notes

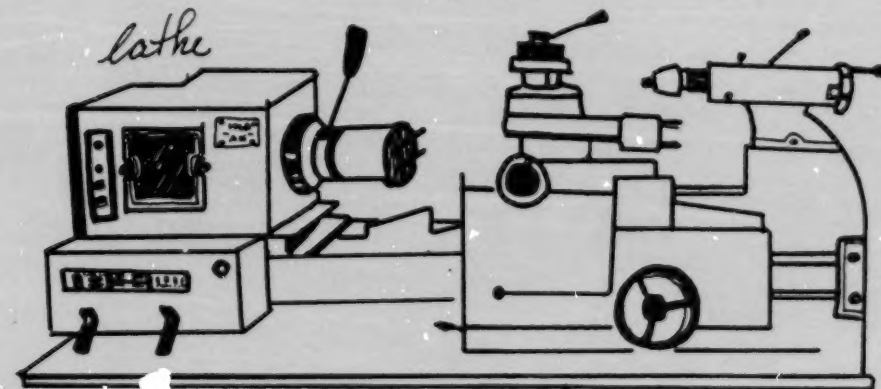
Josh could tell that the directors were now listening to him. "The machinists work on the other side of the same shop," Josh said. "They use machine tools and hand tools to shape metal blocks into tools and parts. The parts are used for cars and for the machines in the factory. Machinists, like the welders, use blueprints while in the shop. In addition, they maintain and repair the equipment and machinery. They set up the materials, cut, drill, bore, file, grind, and plan in the shop. The ventilation must be just right for them.

The chairman said, "We're beginning to see your point. Go on."

"Thank you, Mr. Chairman. As you know, machinists are well trained also. They go to vocational school and study machine shop and mechanical drawing. Machinists are part of a four year on-the-job apprenticeship program, including classroom training in math, science, blueprint reading, technical drawing, and mechanics."

"O.K., Mr. Simmons. You drive a hard bargain. The welders and machinists will have their shop renovated."

"Great," Josh said. "Let me just tell you that the machinists are happy with their new machine tools, lathes, (machines that shape metal and wood), safety glasses, and other needed tools."

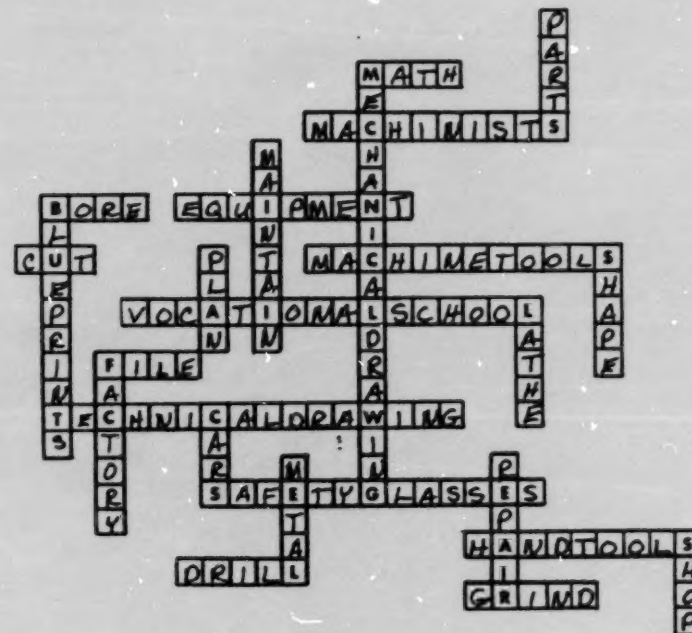


Word Puzzle

Student uses machinist vocabulary to complete a word puzzle.

Notes

Directions: Find where the words fit in the puzzle. A letter goes in each box. Hint--use letters already in the puzzle to lead you to other words. Count the letters in the words. Use words only once.



blueprint
bore
cars
cut
drill
equipment
factory
file

grind
hand tools
lathe
machinists
machine tools
maintain
math
mechanical drawing

metal
parts
plan
repair
safety glasses
shape
shop
technical drawing
vocational school

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Outlining

Page 15

Student uses words and phrases provided to complete an outline.

Use words and phrases from the list on the right-hand side of the page to fill in the blanks in the outline on the left-hand side of the page.

Notes

Machinist

I. Jobs and Tasks

- A. repair machinery
- B. read blueprints
- C. shape metal blocks
- D. maintain equipment

on-the-job
drills
repair machinery
metal blocks
read blueprints
vocational school

II. Tools and Materials

- A. drills
- B. metal blocks
- C. grinders
- D. lathes
- E. files
- F. blueprints

grinders
shape metal blocks
lathes
maintain equipment
files
blueprints
apprenticeship

III. Training

- A. on-the-job
- B. vocational school
- C. apprenticeship

B6 Assembly Worker

Vocabulary

assembly*
automate
conference
conveyor belt*

portion
requires
specific
tedious

*developed in text/activity

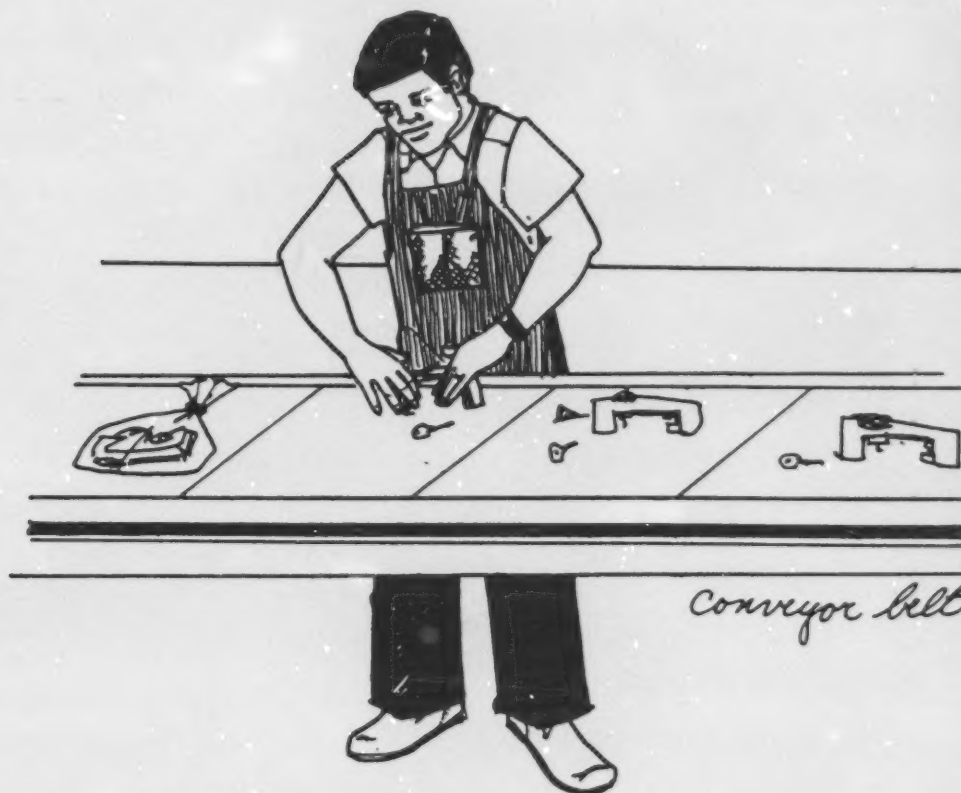
Page 16

Discuss illustration. Label conveyor belt.

Notes

Assembly Worker

This assembly worker stands in the same place all day long. The parts that he must assemble come to him on an endless belt. He spends his work time assembling car door handles.



Student reads story or instructor reads story to student(s).

Notes

The next problem on Josh's list was the 20% raise demanded by the assembly workers. Although assembly workers have no special training, they are the backbone of any factory. They perform the tedious jobs that need to be done over and over. Many workers like this kind of job because it requires little thought. When their shift is over, they can go home and forget about work.

In many factories assembly workers stand in front of a moving conveyor belt all day long. The pieces that they assemble move along the belt. Each worker assembles his part of the object, then it moves to the next worker who assembles another portion of the object. When the object reaches the end of the assembly line, it is complete or ready to move to another assembly line.

Assembly workers are trained on the job. Wherever they work, assembly workers are taught to do the specific jobs on which they will work. They may be trained to use special tools needed to complete the job properly. In some cases, assembly workers use safety equipment like safety glasses, face masks, ear plugs, or gloves.

As Josh thought about the assembly workers, the conference room began to fill with a murmur of people talking. "We refuse to give the assembly workers a 20% raise. We could automate the shop and use machines for many of the jobs they do. A 20% raise is not in the best interests of Grant Automotive Industries."

"Nevertheless," began Josh, "there are a lot of assembly workers in your factory, and they have all united for this raise."

"I'm sorry," the chairman insisted, "a 20% raise in salary is out of the question."

"But the cost of living went up 8%," Josh said angrily.

The board members discussed the problem. After a few minutes, the chairman said, "We'll give them a 12% raise."

Josh knew that the assembly workers would agree to a 12% salary increase. He had already talked to the workers to find out the lowest increase they would accept. "They'll take it!" Josh exclaimed.

Everyone decided to break for lunch. Although Josh's morning had been a hard one, he was very pleased that he had mediated all of the issues on his list. He felt that everyone had agreed to settle fairly.



Crossword Puzzle

Student assembly worker vocabulary in crossword puzzle.

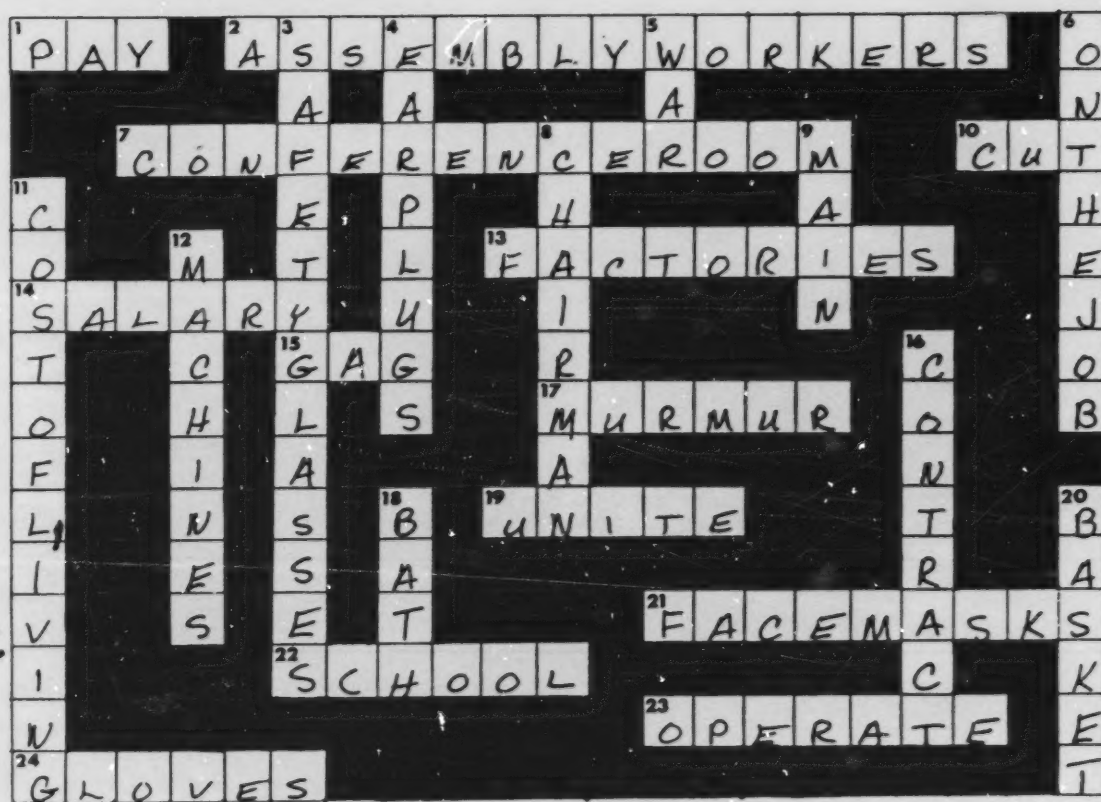
Notes

Across

1. The assembly workers work for _____
2. The people who work on an assembly line.
7. The place where Josh and the management were talking.
10. What you do with a knife or a scissor.
13. Places where assembly workers work.
14. The assembly workers wanted a 20% raise in _____.
15. joke
17. A low, continuous sound, especially of voices.
19. to join
21. face protectors
22. a place to learn
23. to run machines
24. worn over hands

Down

3. Worn over the eyes for protection.
4. Worn to block out some noise.
5. Fighting between two groups.
6. The assembly workers receive this type of training (3 words)
8. The leader of a committee.
9. most important
11. The price of day to day expenses (3 words).
12. tools that do work
16. A written set of agreements.
18. kind of tub
20. woven container



19

Student uses root words and affixes to assemble words.

Notes

Root Words and Affixes

Assembly workers put parts together to make new products. In the same way, we can put work parts together to make new words. Use the prefixes, suffixes, and root words below to assemble new words.

re	+	produce	=	<u>reproduce</u>
re	+	present	+ ation	= <u>representation</u>
protect	+	ion	=	<u>protection</u>
manage	+	ment	=	<u>management</u>
dis	+	agree	+ ment	= <u>disagreement</u>
grieve	+	ance	=	<u>grievance</u>
dis	+	appoint	+ ment	= <u>disappointment</u>
un	+	fair	=	<u>unfair</u>
hazard	+	ous	=	<u>hazardous</u>

Rearrange each group of word parts below to assemble new words.

fair-ly-un	<u>unfairly</u>	ment-appoint-re	<u>disappointment</u>
mis-ment-manage	<u>mismanagement</u>	present-ative-re	<u>representative</u>
ed-protect-un	<u>unprotected</u>	union-re	<u>reunion</u>
ation-re-present	<u>representation</u>	ment-agree-dis	<u>disagreement</u>

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Student responds to true/false statements.

Notes

True / False

Read each sentence below and decide whether the sentence is true or false. Write "T" in the circles near the true sentences; "F" in the circles near the false sentences.

- (F) 1. An assembly worker does many different jobs during the work day.
- (T) 2. Some assembly workers wear safety glasses to protect their eyes.
- (F) 3. An assembly worker must think carefully to plan his/her work day.
- (F) 4. Assembly workers are not important workers in a factory.
- (F) 5. Assembly workers need to go to college to learn the skills they use on the job.
- (F) 6. Assembly workers use conveyor belts to keep their aprons in place.
- (F) 7. A tedious job is a job that is exciting and changes often.
- (T) 8. Some jobs that were done by assembly workers are now being done by machines.
- (T) 9. Assembly workers are usually trained on the job.
- (F) 10. Assembly workers may wear face masks to protect their ears from loud noise.
- (T) 11. Some assembly workers are trained to use special tools to help them do their job properly.

Vocabulary

competition
fabric
fashion

relaxing
studio
textile designer*

*developed in text/activity

Extension

1. Examine different types of fabrics.
2. Initiate a fabric collage.
3. Allow students to "design" with fabrics and fabric crayons or markers.

Page 22

Discuss illustration in conjunction with vocabulary development.

Notes



This textile designer draws patterns to be printed on cloth to make patterned fabric. She learned her skills by taking art classes in high school and college.

Student reads story or instructor reads story to student(s).

Notes

Grant Automotive Industries had just hired a textile designer. Josh's job included meeting the new worker and learning about all her job duties. After lunch he walked down to the factory.

The textile designer was waiting for Josh. As soon as he opened the door, she said, "Hello, Mr. Simmons. I'm Brenda Smith."

"Hi, Brenda. Please call me Josh."

"Thank you, Josh. I've been told you want to hear about my job and see where I work!"

"Yes, I'm glad the office told you I was coming."

"Actually, Josh, I'm an artist. I took art in high school and then went to a school for art and design. My favorite classes were always in fashion."

"Then why didn't you go into making designer jeans or something like that?" Josh asked.

"In a way, I did. My last job was designing fabric for clothing. It was fun. I used to travel a lot, meeting with buyers and other designers in the fashion industry. And I can't count the number of fashion shows I went to."

"That sounds so exciting. Why did you leave your job?"

Brenda explained, "It was exciting, but the competition was beginning to wear me down. I always had to be better than some other designer. This job is more relaxing and I can settle down and have a family. That's one thing I could never do in my other job. I traveled too much."

Brenda and Josh walked around her studio. She showed him many fabric samples that she uses. As Josh looked around the room, he saw a lot of supplies. There were pencils, paper, paint, brushes, drawing boards, rulers, looms, cameras, and more.



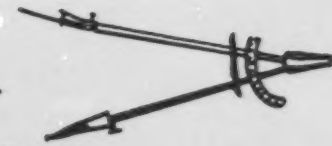
Student uses textile designer vocabulary to complete crossword puzzle.

Notes



Across

1. used to take photographs
3. to draw quickly
4. place where textile designer works
7. Brenda's job title (2 words)
11. strain, pressure
12. a person who draws and paints
13. current style of dress
14. to go from place to place
16. argued
17. people who purchase clothes and materials
18. another word for material (cloth)
19. to plan or sketch out
20. same as 12 across



Across (cont.)

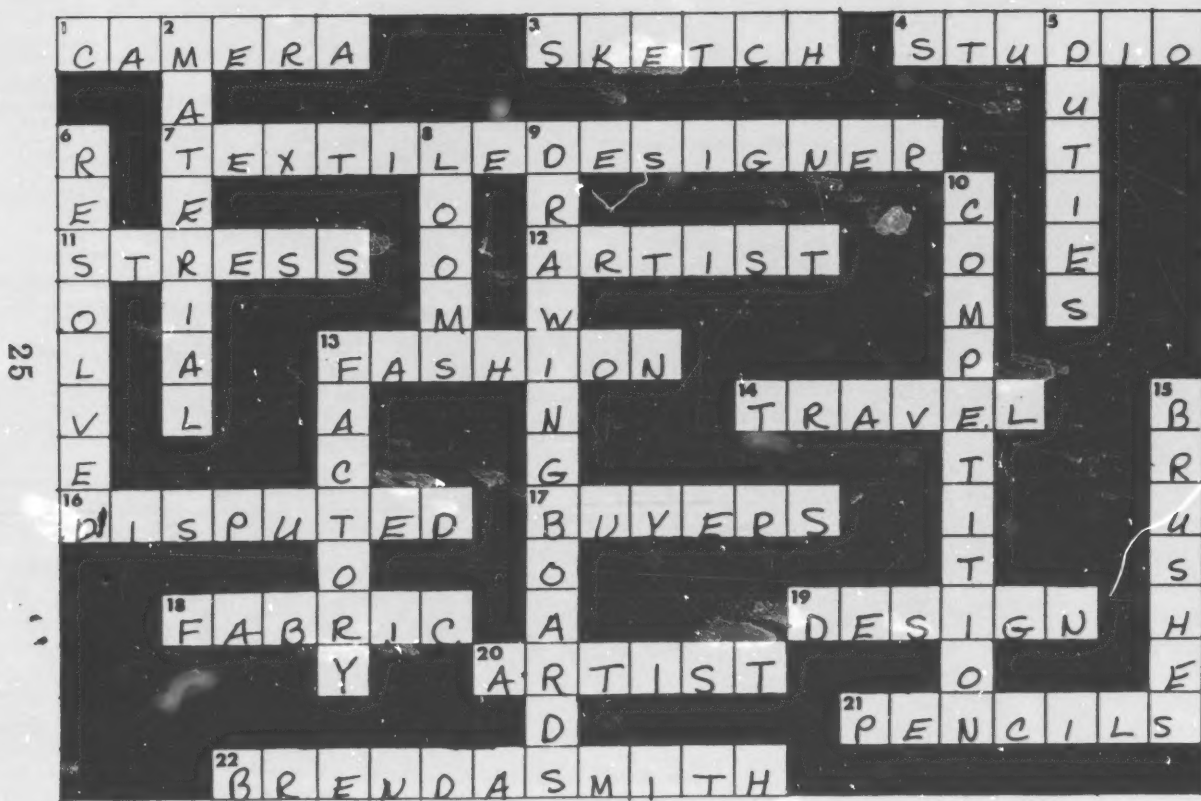
21. things used to draw
22. the textile designer's name

Down

2. another name for fabric
5. jobs, chores
6. reached a decision
8. machines used to weave material
9. tables used for sketching
10. a contest, match
13. a large place where Brenda and all the other workers do their jobs
15. tools used in painting



Crossword Puzzle



Student unscrambles letters to spell words related to textile designer.

Notes

Scrambled Words

Unscramble the words below to make words related to the career of textile designer.

1. ixteelt

textile

2. snidgere

designer

3. starti

artist

4. sihoanf

fashion

5. bacfir

fabric

6. slepam

sample

7. doitus

studio

8. clinep

pencil

9. reppa

paper

10. cearam

camera

11. urrel

ruler

12. shrub

brush

13. niapt

paint

14. olom

loom

B6 Chemist

Vocabulary

attended
chemist*
chemistry
diploma

graduate school
information
observation

quality
research
strictly
synthetic

*developed in text/activity

Extension

1. Visit a high school chemistry lab.

Page 27

Discuss illustration.

Notes

Chemist

This chemist attended college for a total of 6 years. She works at Grant Automotive Industries. Her job includes mixing dyes for fabrics and plastics used in making automobile upholstery.



Chemist

Student reads story or instructor reads story to student(s).
Student labels lab equipment.

Notes

Josh said, "The chairman told me you'd be working hand in hand with the chemist. What do textile designers have to do with chemists?"

"Here, a lot," said Brenda. "The chemists produce synthetic fabrics for me to use. They also make the dyes for the fabrics. After making a dye, the chemist tests it for quality. The chemist also tests dyes he didn't make."

"Do the chemists do anything else?" asked Josh.

"Sure. They make synthetic fuels for the cars to run on. The fuels always need to be improved and tested for quality. The chemist records all his observations. Then, the data can be plotted on a graph or a chart."

Josh asked, "Brenda, will you take me to the chemistry lab?"

"Sure," said Brenda. "Let's go."

Once in the lab, Josh saw rows of tables. On each table was a microscope, racks of test tubes, burners, and a rack of tools. Each tool rack had a pair of gloves, a pair of tweezers, a knife, and other tools. All the workers looked busy in the well-lighted lab.

Josh glanced to the left and he saw a small room. Brenda explained that the room was an office. That's where all the files were kept. All information had to be strictly recorded. On the wall were several diplomas. Some were from colleges, and others were from graduate schools. Each of the research chemists had a Master's degree in chemistry and each assistant had a Bachelor's degree.



28

63

Student uses sentence clues to complete a word puzzle.

Notes

Word Puzzle

Use the sentence clues on the bottom half of the page to fill in the blanks in the words on the top half of the page.

1. M I C R O S C O P E
2. S Y N T H E T I C
3. T E S T T U B E S
4. C H E M I S T
5. F I L E S
6. T W E E Z E R S
7. L A B O R A T O R Y

.....

1. A chemist uses a _____ to make objects look larger
2. Chemists use chemicals to make _____ fabrics and fuels.
3. Chemicals are sometimes mixed in glass containers called _____.
4. A worker who knows about and uses chemicals is called a _____.
5. Information is kept in _____.
6. The chemist used _____ to pick up the fabric sample and place it in the vat of dye.
7. A chemist works in a _____ which is a large room that contains all of the equipment he needs to do experiments.

Word Search

Student locates words in a word search puzzle.

Notes

Directions: Find the listed words in the puzzle.

synthetic fabrics

dyes

tests

quality

fuels

improved

observations

data

plotted

graph

chart

lab

table

microscope

tubes

burners

racks

tools

gloves

tweezers

knife

files

records

research

degree



D	Y	A	P	D	S	O	C	G	I	C	S	U	B	H	E	O	T	J
M	N	E	S	Y	N	T	H	E	T	I	G	F	A	B	R	I	C	S
V	Q	U	A	L	I	T	Y	B	L	E	D	K	N	G	R	E	E	Z
I	M	A	R	E	S	E	A	R	C	H	S	Y	S	E	F	I	N	K
Y	M	L	F	I	K	H	D	S	T	A	D	R	E	W	Q	X	S	O
T	O	I	V	C	R	B	L	P	O	A	R	C	D	S	T	Y	B	T
E	R	T	M	S	I	O	W	M	T	G	O	E	A	A	F	S	W	E
S	N	Y	L	J	O	Z	B	O	K	A	C	H	T	G	E	E	E	P
T	E	S	L	T	F	U	E	L	S	E	A	A	R	E	L	E	O	
S	W	B	A	L	M	P	G	R	C	H	R	C	V	Z	B	L	G	C
J	B	H	M	O	P	L	R	A	S	S	H	A	E	A	R	A	R	S
G	H	A	R	T	R	O	A	C	E	W	T	R	T	O	L	G	E	O
I	S	C	G	X	O	T	P	K	R	I	S	G	L	O	V	E	S	R
N	K	T	U	N	V	T	H	S	O	T	W	E	E	R	G	E	D	C
T	U	B	E	S	E	E	F	N	S	B	U	R	N	E	R	S	U	
P	E	R	L	F	D	D	S	E	S	E	L	I	F	D	O	W	D	M

Page 32

Student reads story or instructor reads
story to student(s).

Notes

Union Representative

Josh was surprised to find out that it was 4:30. He had spent his whole day at Grant Automotive Industries. After thanking Brenda, Josh went back to his car and drove home. He knew that his job wasn't over yet. The union leaders would want to know the results of his meeting with the board of directors. Josh was pleased with himself. He helped solve problems between the workers and the management, and he learned about two more jobs.

That night, Josh was very tired. His day still wasn't over. He had to prepare for the next day of being a union representative.



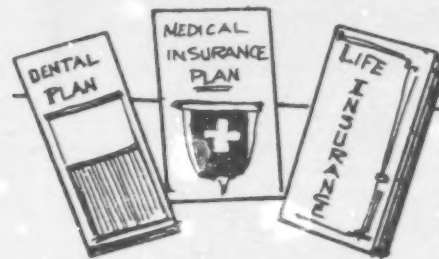
Student reads selections and crosses out irrelevant sentence in each selection.

Notes

Logical Validity

In each of the following paragraphs, draw a line through the sentence which does not belong.

1. Josh Simmons is a union representative. He helps the members of his union learn about the benefits their union provides. Some unions provide health, dental, and life insurance for their members. ~~The word union means connection.~~ Unions may provide help for unemployed members. Most unions help members solve problems at work.



3. When a worker has a problem on the job, he may see his union representative. The union representative will help the worker file a grievance form. ~~Unions use many different forms.~~ The grievance form explains the problem the worker is having on the job. The union representative gives the grievance paper to the company management. Usually the company must respond to the grievance within a certain amount of time. The union representative may help the worker and the management solve the problem fairly.



4. Union representatives check on the working conditions in the factories where their members work. Working conditions include concerns like temperature, lighting, ventilation, safety equipment, and health hazards. The union representative makes sure his workers have the best working conditions available. ~~Some union representatives drive many miles.~~



Student uses vocabulary in crossword puzzle.

Notes

Crossword Puzzle

Across

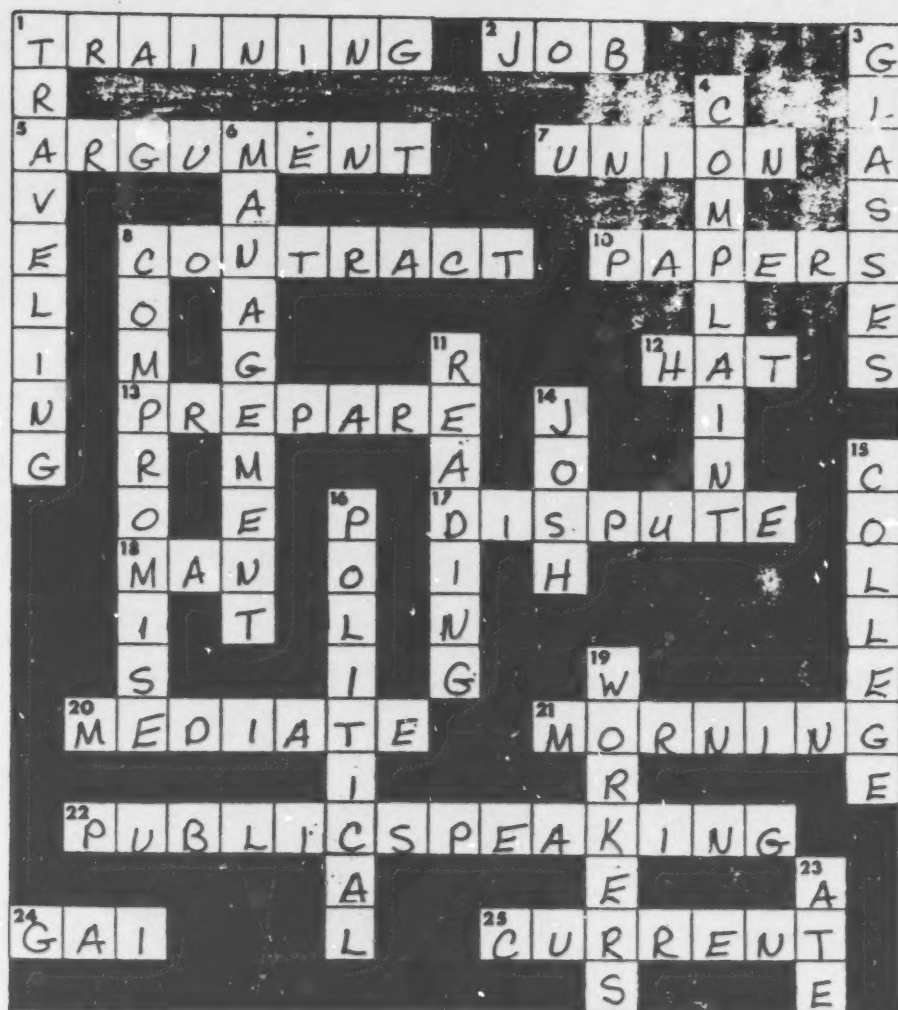
1. Josh received _____ as a union member. (education)
2. task
5. a dispute
7. Josh is a _____ representative.
8. Josh helped the assembly workers get better conditions in their new _____. (formal agreement)
10. grievance _____ (forms)
12. hard _____ (head protection)
13. At night, a union representative must _____ for the next day. (get ready)
17. An argument between management and workers. (about jobs or wages)
18. Josh is one.
20. to _____ a dispute (settle)
21. The story started in the _____. (time of day)
22. Josh studied this to become a union representative. (college course)
24. Grant Automotive Industries (initials)

Across (cont.)

25. Josh reads up-to-date union literature. Word for up-to-date.

Down

1. A union representative does a lot of this from job to job.
3. safety _____ (eye protection)
4. another word for grievance
6. the bosses
8. When two parties in a dispute come to an agreement.
11. A union representative must do this often to keep informed.
14. The main character's first name.
15. An institution of higher learning. A union representative went there.
16. _____ science (college course)
19. People who are employed at the factory. They had a dispute with the management.
23. Josh _____ breakfast before he left the house.



Student uses sentence clues to complete word puzzle.

Notes

Word Puzzle

Use the sentence clues below to help you fill in the word puzzle on the facing page. For more difficulty, cover the WORD BANK until you need to see it.

1. Josh Simmons is a representative for _____ members.
2. Workers join unions to improve working _____.
3. Workers join unions to get higher _____.
4. Josh helps his members solve _____.
5. The bosses at the factory are called the _____.
6. Josh tries to get both sides to _____ on a solution.
7. Listening to problems and thinking of solutions is called _____.
8. An argument between management and labor is called a _____.
9. When a worker has a complaint against the management, the worker files _____ papers.
10. Folders and pamphlets for the members to read are called _____.
11. Josh learned about making speeches in his public _____ course.
12. Josh learned about dealing with people in his political _____ course.
13. Josh mediates disputes to help labor and management reach an _____.
14. Josh uses his car to _____ between jobs.
15. The workers in a union dispute are called _____.
16. Josh carries books and _____ for union members to read.
17. Grievance is another word for _____.
18. Josh helps labor and management _____ problems.
19. Josh uses legal _____ books to check on laws.

1. UNION
2. CONDITIONS
3. SALARIES
4. PROBLEMS
5. MANAGEMENT
6. AGREE
7. MEDIATING
8. DISPUTE
9. GRIEVANCE
10. LITERATURE
11. SPEAKING
12. SCIENCE
13. AGREEMENT
14. TRAVEL
15. LABOR
16. PAMPHLETS
17. COMPLAINT
18. SOLVE
19. REFERENCE

WORD BANK

agree
agreement
complaint
conditions
dispute
grievance

labor
literature
management
mediate
pamphlets
problems
reference

salaries
science
solve
speaking
travel
union

Review

Pages 38-41

Student completes outline.

Notes

Review the facts about workers in the Manufacturing Career Cluster by completing the outline on the following pages. You may look back at the chapters about workers to fill in the blanks.

Accept any reasonable response

I. Union Representative

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____
3. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

II. Welder

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____
3. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

III. Machinist

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

IV. Assembly Worker

A. Training

1. _____

B. Work Places

1. _____

C. Tasks

1. _____

D. Tools and Equipment

1. _____

2. _____

V. Textile Designer

A. Training

1. _____

2. _____

B. Work Places

1. _____

2. _____

C. Tasks

1. _____

D. Tools and Equipment

1. _____

2. _____

3. _____

4. _____

5. _____

VI. Chemist

A. Training

1. _____
2. _____
3. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____

D. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

Student writes story about favorite worker
in Manufacturing Career Cluster.

Write a short story about your favorite worker in the Manufacturing
career cluster. Be sure to write why this worker is your favorite.

Notes

Vocabulary

advertise
consumer*
products
transport

*developed in text/activity

Extension

1. Devise Marketing and Distribution class project to raise money for a field trip.

Page 43

Student reads story or instructor reads story to student(s).

Notes

Marketing and Distribution

Workers in the Marketing and Distribution Career Cluster form a bridge between the factories and the buying public, or consumers. These workers advertise, transport and sell the products manufactured by workers in the Manufacturing Career Cluster.

Robin Marsh is a small business owner in our community. She owns a clothing store called Robin's Fine Feathers. Robin has agreed to let us meet and talk to some of the people with whom she works. As you meet these Marketing and Distribution workers, ask yourself if you would like to do any of these jobs.

Student uses written clues to complete a word puzzle.

Notes

Product Word Puzzle

The items made by the workers in the Manufacturing Career Cluster are brought to the consumers by the workers in the Marketing and Distribution Career Cluster. These same items are bought and used by consumers.

Use the word clues below to fill in the blanks in the puzzle on the facing page. Each line of the puzzle is the name of something that is manufactured, distributed, and bought by consumers.

1. used to pound nails
2. used to carry water
3. something to sit on
4. piece of women's clothing
5. what you watch at home
6. piece of men's clothing
7. used to serve food
8. removes tops from containers (2 words)
9. used to cool food
10. used to cut wood
11. chocolate treat (2 words)
12. makes holes in wood
13. you take this when you are sick
14. you hang this at the window
15. worn on the foot
16. what you ride in
17. used to clean the teeth
18. cuts paper
19. women's shirt
20. musical instrument
21. used to cook food
22. tool used to install screws
23. used to wash floors
24. used to cut the grass (2 words)

1. H A M M E R
2. P A I L
3. C H A I R
4. S K I R T
5. T E L E V I S I O N
6. S H I R T
7. D I S H
8. C A N O P E N E R
9. R E F E R I G E R A T O R
10. S A W
11. C A N D Y B A R
12. D R I L L
13. M E D I C I N E
14. C U R T A I N
15. S H O E S
16. A U T O M O B I L E
17. T O O T H B R U S H
18. S C I S S O R S
19. B L O U S E
20. T R U M P E T
21. S T O V E
22. S C R E W D R I V E R
23. M O P
24. L A W N M O W E R

B6 Buyer

Vocabulary

appointment
calculator
consumer*
current

customer*
fashion
informed
merchandise
purchase

select
styles
successful
wholesaler

*developed in text/activity

Page 46

Discuss illustration in conjunction with reading story.

Notes

Buyer

This buyer purchases clothing for Robin's Fine Feathers. He tries to buy fashions that he knows customers will like and buy.

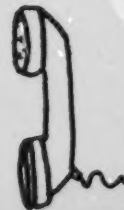


Pages 47-48

Student reads story or instructor reads story to student(s).

Tools may be labeled after reading story.

Notes



Sam Isaacs is the buyer for Robin's Fine Feathers. He meets with clothing wholesalers to buy the clothes that are sold in Robin's store. In order to buy wisely, Sam must know what the current fashions are, what his customers like to buy, and the type of merchandise his store offers the consumer.

Sam works in an office in the store. He uses a telephone to set up appointments with clothing wholesalers and sales representatives. His shelves are packed with newspapers, fashion magazines, and brochures from clothing wholesalers. He uses these to keep informed on the current clothing fashions. These tools also help Sam know about changes and new ideas in the fashion world. Sam works in his office with a calculator and order blanks to purchase new items for the store. Occasionally, he has to return to the manufacturer orders that are not right for Robin's Fine Feathers.

Another part of Sam's job is to keep track of what customers are buying. So he spends some time in the store talking with salespeople and customers. This helps him know what clothes to reorder.

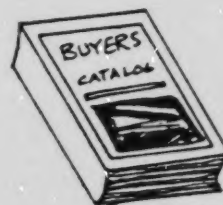
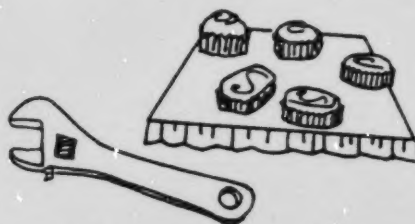
Occasionally, Sam travels to the city to attend fashion shows put on by the large fashion "houses." At fashion shows Sam sees the very latest in clothing styles. This helps him select styles which will sell at Robin's Fine Feathers.





Sam began his career straight from high school. He worked as a salesperson in a large clothing store chain in the city. After a few years as a successful salesperson, Sam joined a training program offered by the store. Through this program, Sam learned the skills he needed to be a buyer. After working with the buying department at the store for several years, Sam decided he'd had enough city living. His experience at the store helped him get the job as buyer for Robin's Fine Feathers.

Sam enjoys working with fashions, but other buyers may work for department store chains, hardware stores, specialty shops, or mail-order houses. In many small businesses, the owner of the shop or the manager does the buyer's job. In larger businesses, the owner hires a person like Sam to handle the buying for the store.



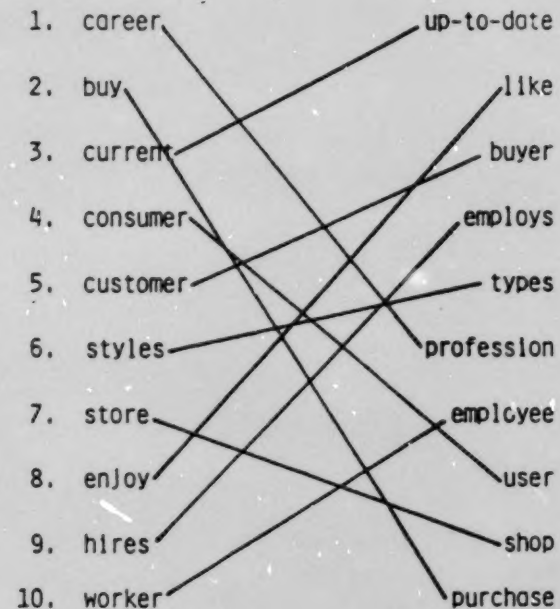
Student matches synonym pairs.

Student writes sentences for synonym pairs of his/her choice.

Notes

Synonyms

Synonyms are words that have the same meaning. For each word in the left-hand column there is a word that means the same in the right-hand column. Draw a line to connect each word in the left-hand column to its synonym in the right-hand column.



.....

Choose five of the words from the left-hand column. On a separate sheet of paper write a sentence using each of the words. Now write another set of sentences using the synonyms for each of the words you chose. You may use the same sentence twice by inserting the synonym in place of the word you chose from the left-hand column.

Student identifies types of stores in word search puzzle.

NOTE: The word "drugstore" can be found in the puzzle, but is not included in the word list.

Notes

Work Site Word Search

A buyer's job is to order products for a store to sell to the public. A store's buyer also keeps track of what products are in stock and which products are selling best.

Large stores hire a buyer or maybe several buyers to keep track of all of these important areas for the store. Smaller stores may not hire a buyer. The buyer's job may be done by the store owner or the store manager.

In any case, the buyer's job is very important and in every store there is someone who does the buyer's job.

There are 25 words hidden in the puzzle on the facing page. All of the words name different kinds of stores where buyers might work. See how many of the store names you can find before you check the list below! All of the words are written in the puzzle from left to right and from top to bottom.

antique		candy		furniture
appliance		clothing		gift
auto parts		department		grocery
book		discount		hardware
boutique		flower		jewelry
		lawn and garden		souvenir
		office supply		sporting goods
		pet		stationery
		pharmacy		supermarket
		shoe		toy

D	E	P	A	R	T	M	E	N	T	G	L	O	T	H	I	N	G
S	T	A	T	I	O	N	E	R	Y	B	A	X	O	A	N	V	L
U	S	A	U	N	D	K	A	M	C	L	W	M	Y	R	W	B	V
P	O	F	L	O	W	E	R	W	G	A	N	D	Y	D	B	O	O
E	U	D	I	S	C	O	U	N	T	Y	A	Y	K	W	Z	U	M
R	V	R	J	X	W	F	S	B	Z	X	M	Y	L	A	U	T	S
M	E	U	Y	I	T	F	I	O	Z	C	D	X	J	R	O	I	D
A	N	G	I	F	T	I	R	O	Q	P	G	R	J	E	W	Q	L
R	I	S	Z	A	O	C	H	K	K	I	A	N	T	I	Q	U	E
K	R	T	H	B	N	E	V	P	H	A	R	M	A	C	Y	E	N
E	B	O	M	R	G	S	S	J	W	D	D	R	S	R	P	U	Q
T	E	R	F	I	L	U	M	K	N	J	E	W	E	L	R	Y	T
O	E	E	G	C	S	P	O	R	T	I	N	G	G	O	O	D	S
H	E	H	Q	G	B	P	E	G	D	V	Q	P	U	P	E	V	O
F	D	J	A	P	P	L	I	A	N	C	E	E	B	T	U	S	T
F	P	I	A	C	D	Y	F	U	R	N	I	T	U	R	E	A	O
A	U	T	O	P	A	R	T	S	C	G	R	O	C	E	R	Y	F

Student uses synonym clues to fill in the blanks in sentences.

Notes

Synonyms

Fill in the blank in each sentence. The word you use should be a synonym for the word typed below each blank.

1. Sam filled out an order blank to purchase_(buy) a new line of ladies' blouses.
2. Sam joined a training program to learn the skills he needed for his profession_(career).
3. Sam is one of the employees_(workers) at Robin's Fine Feathers.
4. Sam tries to order clothes that the consumers_(users) will like.
5. Sam orders different clothing styles_(types) that will appeal to a variety of customers.
6. Sam enjoys_(likes) attending fashion shows.
7. Sam learns about current_(up-to-date) fashions from wholesalers, fashion magazines, and fashion shows.
8. Robin employed_(hired) Sam to be the buyer for Robin's Fine Feathers.
9. Sam works in an office in the store_(shop).
10. Customers_(Buyers) come into Robin's Fine Feathers to buy_(purchase) clothing.
11. Clothing customers like to buy up-to-date_(current) clothing styles.
12. Robin's Fine Feathers hires_(employs) several salespersons.

B6 Sales Representative

Vocabulary

accounts
administration
bookkeeping
brochure
comparison
conference

demonstrate
descriptions
display
features
public relations
representative*

*developed in text/activity

Page 53

Discuss illustration in conjunction with reading story.

Notes

Sales Representative

Sales representatives visit stores to display and demonstrate manufacturers' products. They sell products to store owners and buyers. The owners and buyers then sell the same products to the public.



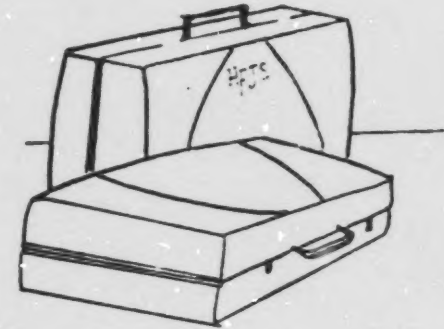
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Student reads story or instructor reads story to student(s).

Notes

Sales Representative

Harold Shorr is a sales representative for a large clothing manufacturer. He met with Robin and Sam at the store to introduce a new line of ladies' blouses. Sam helped Harold carry in the large suitcases containing the clothing samples. When Harold had all of the sample blouses arranged on the display racks, he pointed out the special features of each new style and fabric.



When Harold finished presenting the new blouses, he talked with Sam and Robin. They talked about the styles and fabrics that would sell best at Robin's Fine Feathers. Harold showed Sam the price list and talked about the special prices for certain blouses.

After Sam decided how many blouses he wished to order, Harold filled out an order blank. He used a calculator to total the amount of the sale. Harold gave one copy of the order to Sam and kept a copy to return to the manufacturer.

Before Harold left Robin's Fine Feathers, he checked the stock in the

store to see how other products he displays were selling. He talked with the salespeople to see how his products were selling in comparison with other manufacturers' products. Harold left a brochure filled with product descriptions of all the lines of clothing his manufacturer makes.

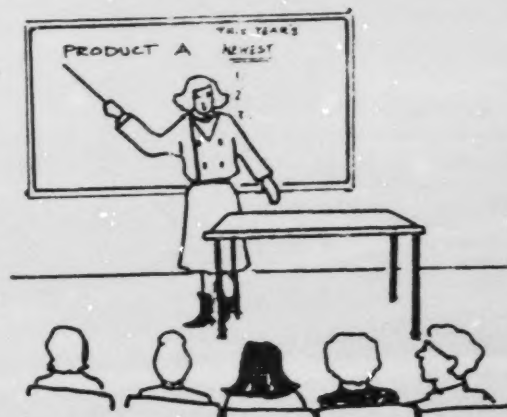


Harold's job as sales representative is somewhat different than the jobs held by salespeople. While salespeople sell directly to the consumers (people who will use the product), Harold sells to

the stores where the consumers buy products. While salespeople usually sell one or two items to a consumer, Harold, as a sales representative, sells

dozens of items to his customers (the stores). Some salespeople travel from door to door in a community selling products to consumers. As a sales representative, Harold travels in five states to sell clothing to different stores.

Harold has other duties, also. He keeps track of the accounts for the different stores that buy his products. Sometimes he delivers products or samples and gives advice about the best way to display products so they will sell better. Sometimes Harold attends trade conferences where he learns about new products, new display aids, and new ways to sell products.



Harold began his career right out of high school. He worked as a salesperson in a large women's clothing store. His experience with clothing helped him get a job as sales representative for a clothing manufacturer. The company trained him to sell their products to stores. Harold went to night school to take courses in bookkeeping, public speaking, and public relations, so he could be a better representative.



Harold enjoys most parts of his job. He likes meeting and working with a variety of people. He likes working in a variety of places. Most of the time Harold is "on the road". Sometimes he works in an office he shares with other sales representatives. This office is in the administration wing of the factory. He often does paperwork in his home.

Harold does not enjoy all of the traveling. He hopes to become district manager so he can work in the office all of the time.

Student unscrambles letters to spell words related to sales representative.

Student uses number code to spell a secret message.

Notes

Unscramble the words below to spell words that are associated with sales representatives. Then write the circled letters in numerical order on the blanks at the bottom of the page. How quickly can you find the secret word?

1. cesaltus (S)₁ U L (T)₁₆ C A S (E)₁₉
2. ylsplad cork D L S P L A Y R (A)₁₅ C K
3. crepl still (P)₈ R L C E (L)₃ L S I
4. redro knalb Q R D (E)₇ R B L A (U)₁₃ K
5. tallocaruc C A L C U L (A)₂ I O R
6. cruhbore B R O C H U R (E)₄
7. arc C A (R)₉
8. spleams S A M P L E (S)₅
9. sturpdoc P R O D U C T I (S)₁₁
10. tosser S I O R (E)₁₀ S
11. coatnuc A C C O U N T (T)₁₄
12. dedrielev D E L (I)₁₇ (V)₁₈ E R E D
13. freenconce C O N F E (R)₆ E N C E
14. trufcaneraum M A N U F A C T U R (E)₁₂ R

S A L E S R E P R E S E N T A T I V E

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Sentence Meaning

Page 57

Student uses words from scramble puzzle to fill in the blanks of sentences.

Notes

Fill in the blanks in each sentence below. Use the words from the Scramble Puzzle on the facing page to fill in the blanks.

1. Harold uses his car to travel to different stores.
2. The blouses were hung on a display rack so they could be seen better.
3. Harold stopped at several stores to show the new line of ladies' blouses.
4. Harold learned about new sales methods at the trade conference last week.
5. Harold's company makes other products besides ladies' blouses.
6. The sample blouses were kept in a large suitcase.
7. The brochure had colorful pictures of the new line of dresses.
8. Sometimes Harold delivered samples and displays to the stores.
9. Harold works for a women's clothing manufacturer.
10. Harold keeps track of orders for each store's account.
11. The buyer looked for the cost of each item on the price list.
12. Harold removed the samples from the suitcase and hung them on the display rack.
13. Harold wrote the items that the store wanted on an order blank.
14. He used a calculator to total the cost of the order.
15. Harold worked as a sales representative for a manufacturer of ladies' clothing.

Making Inferences

Student reads selection and infers products sold by specific sales representatives.

Notes

Each selection below describes part of the job of a certain sales representative. Read each selection. Use the clues in each selection to help you decide the kind of products each sales representative is selling. Use the word bank at the bottom of the page to help you write the type of product each sales representative is selling on the line in each selection. Use a dictionary to look up words you don't know. Not all of the words in the word bank will be used.

1. Evelyn stopped at each store about once a month. Each time she showed buyers new perfumes or face creams. This month she introduced a new line of nail polish at a special price. Evelyn is a sales representative for a company that makes cosmetics.

2. Jack checked the display of toys. These seemed to be selling well. He noticed that the store was buying shampoos from another manufacturer. Before Jack left the store, he showed the buyer the new price list for flea and tick products. Jack is a sales representative for a company that manufactures pet care products.

3. Helena worked with the salesperson to show him how to set up an appealing display. Coats and trousers were set up closest to the aisle. Neckties and belts were hung on a specially made rack. Helena works for a men's clothing manufacturer.

4. Jay used a special order form to write down the buyer's order. The store had ordered several spools of wire, 4 dozen light switches, 4 dozen outlet boxes, and 8 dozen fuses. Jay works for a company which manufactures electrical supplies.

5. Megan stopped at the factory to pick up a supply of samples. When she left the factory, she had a carful of samples of cake flour, icing sugar, and various kinds of fillings. Megan is a sales representative for a manufacturer of bakery needs.

***** Word Bank *****

sporting goods
bakery needs

pet care
electrical supplies

cosmetics
men's clothing

B6 Accountant

Vocabulary

accountant*
clients
computer
deposit
efficient

federal
financial
invoices
ledger*
mathematics

organize
receipts
systems
wages

*developed in text/activity

Page 59

Discuss picture in conjunction with reading the story.

Notes

Accountant

This accountant keeps track of all of the money going into and out of Robin's Fine Feathers. She knows how much money the store is taking in at uses this money to pay the store's bills.



Student reads story or instructor reads story to student(s).

Tools (p.60) may be labeled after reading story.

Notes



Accountant

Twice a week Robin visits her accountant, Jackie Stein. Jackie takes care of all the paperwork that deals with the flow of money in- to and out of the store. Robin's Fine Feathers is only one of Jackie's clients. She does accounting for several businesses in her community.

Jackie learned her accounting skills in the Women's Air Force. She had always liked mathematics. After leaving the Air Force, Jackie was in an automobile accident that left her confined to a wheelchair. She found that she could continue her career as an accountant by setting up an office in her home. She keeps in touch with her clients by telephone.

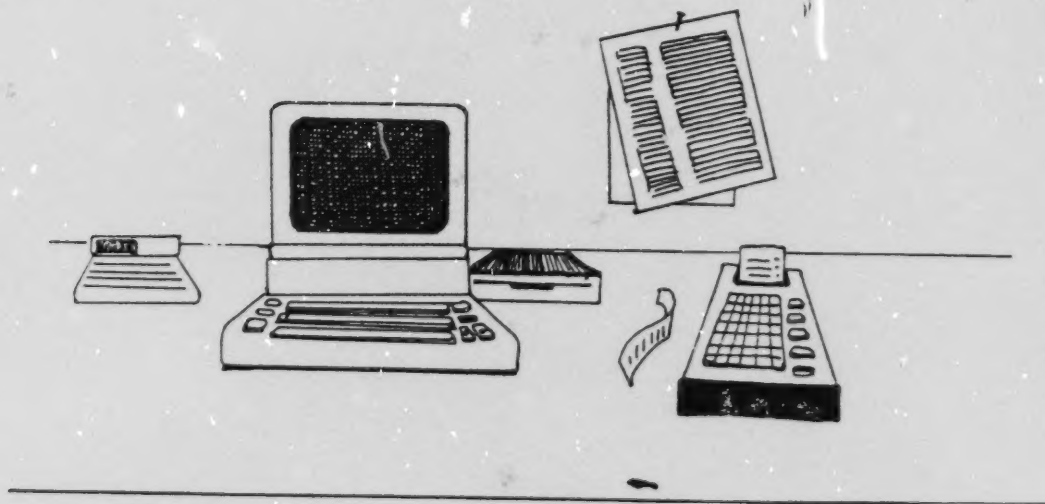
Jackie helps her clients set up efficient bookkeeping systems. She tells them what information she needs to know and the best way to organize the information. Jackie keeps track of money coming into the store by checking the cash register receipts. She also figures how much sales tax needs to be paid to the government and puts that much aside in a special account. Robin brings receipts from all of the bank deposits, so Jackie can keep track of how much money is in the account. Sometimes Jackie makes bank deposits by mail, but more often Robin does the banking.

Jackie also keeps track of all the money that goes out of the store. Robin keeps copies of all orders and brings them to Jackie. Jackie enters each amount into a ledger, or special book used for accounting. Jackie writes the

checks to pay rental on the store, electricity, heat, and employees wages.

Jackie uses a calculator and an adding machine to help her manage all of the numbers. She also has a computer to help her store financial information for her different clients. She uses many different forms including banking withdrawals and deposits, order forms and invoices, and state and federal tax forms.

Jackie enjoys her career as an accountant. She likes working with numbers and with people.



Accountant Word Puzzle

Page 62

Student uses sentence clues to complete a word puzzle.

Notes

Use the sentence clues at the bottom of the page and the letter clues on the top of the page to fill in the blanks in the puzzle below.

1. a d d i t i o n
 2. c a l c u l a t o r
 3. m u l t i p l i c a t i o n
 4. d i v i s o r
 5. s u m
 6. d i v i s i o n
 7. q u o t i e n t
 8. f r a c t i o n
 9. n u m e r a t o r
 10. s u b t r a c t i o n

1. $2+4+36=$ is an _____ problem.
2. A machine used to add and subtract is called a _____.
3. $32 \times 21 =$ is a _____ problem.
4. In the problem " $48 \div 12 =$ ", 12 is called the _____.
5. The answer to an addition problem is called a _____.
6. $48 \div 12 =$ is a _____ problem.
7. The answer to a division problem is called a _____.
8. _____ is an example of a _____.
9. The top numeral in a fraction is called the _____.
10. $15 - 6 =$ is a _____ problem.

Student matches numerals to dollar equivalents written in words.

Notes

Number Words

Jackie writes the checks to pay the bills for Robin's Fine Feathers. On a check, the amount is written in numerals and in words. Match each numeral written in the left-hand column to the same numeral, written in words in the right-hand column. Draw a line between each matching pair.

- | | |
|---------------|---|
| 1. \$469.96 | two hundred forty-six dollars and fifty-eight cents. |
| 2. \$4.29 | four hundred sixty-eight dollars and ninety-six cents. |
| 3. \$48.39 | four thousand six hundred eighty-nine dollars and twenty-eight cents. |
| 4. \$24.56 | four hundred sixty-nine dollars and ninety-six cents. |
| 5. \$468.96 | three hundred forty-seven dollars and ninety-two cents. |
| 6. \$245.68 | two thousand four hundred fifty-six dollars and eighty-nine cents. |
| 7. \$4,689.28 | four dollars and twenty-nine cents. |
| 8. \$2,456.89 | twenty-four dollars and fifty-six cents. |
| 9. \$246.58 | forty-eight dollars and thirty-nine cents. |
| 10. \$347.92 | two hundred forty-five dollars and sixty-eight cents. |

.....

Write the words for each of the numbers below.

1. \$1.69 _____
2. \$13.74 _____
3. \$75.49 _____
4. \$123.68 _____
5. \$2,357.05 _____

Commercial Artist

B6 Commercial Artist

This commercial artist uses a light table, ruler, and compass to draw and letter advertisements. Her artwork helps sell clothing for Robin's Fine Feathers.

Vocabulary

advertisement
challenge
commercial artist*
compromising
deadline

free lance*
portfolio*
represent
studio

*developed in text/activity

Page 64

Discuss illustration in conjunction with reading the story.



64

123

124

Pages 65-66

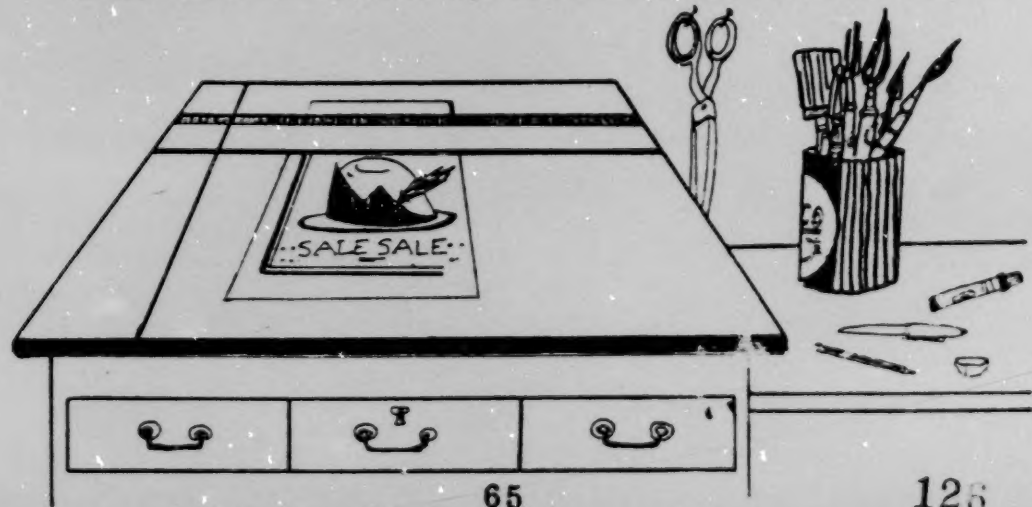
Student reads story or instructor reads story to student(s).

Notes

Back at the store, Robin met with Fay Lattimore, the commercial artist. Robin had hired Fay to plan the advertising for Robin's Fine Feathers' pre-holiday sale. Fay had brought seven different advertisements for Robin to see. Robin and Fay discussed each advertisement and Robin quickly chose two that she liked. After compromising on the colors that would be used, Fay and Robin chose the final advertisement that would represent Robin's Fine Feathers.

Fay is a free lance artist. This means that she is not employed by any company. She works for herself, taking whatever commercial art jobs she chooses. Fay works in a studio that is well lighted. Her studio contains all of the tools and equipment she needs to design advertising copy. Fay works at a lighted drafting table that slants. She uses pens, brushes, pencils, and felt-tipped markers to draw. She may use ink, paints, or crayons to add color to her designs. In addition, Fay uses scissors, erasers, glue, compasses, and rulers.

All commercial artists develop a portfolio, or group of samples of their best work. Fay began her portfolio in high school. Her collection of work from her high school art classes helped her when



she applied to a college with a good commercial art program. As she completed her college art courses, Fay updated her portfolio by adding new samples of her best work. This updated portfolio helped Fay get a job with a large advertising firm. She received specific training in advertising and much experience on this job. Now that Fay is on her own, she shows her portfolio to new clients who may wish to hire her. She still updates her portfolio often.

Fay enjoys her work as a free lance commercial artist. She does a variety of work. Sometimes she designs "ads" for newspapers, magazines or television. She has even designed some greeting cards, wrapping paper and billboards. Working to meet deadlines is often hectic, but Fay feels that she handles the pressure well. It is a real challenge to work fast and complete artwork that makes her feel proud of her job.



Student uses phrases provided to complete outline.

Notes

Outlining

Fill in the blanks in the outline below using the words and phrases from the word bank on the right-hand side of the page.

I. Commercial Artist

A. Tasks

1. designs advertisements
2. discusses work w/ clients
3. updates portfolio

B. Tools and Equipment

1. pens & ink
2. paint and brushes
3. rulers and scissors
4. lighted drafting table

C. Training

1. commercial art in college
2. experience w/ advertising company
3. high school art classes

Word Bank

Commercial art program
in college
pens and ink
paint and brushes
designs advertisements
experience with an adver-
tising company
discusses work with clients
rulers and scissors
high school art classes
updates portfolio
lighted drafting table

Choose one of the subtopics outlined above and write a short paragraph telling about the commercial artist and that subtopic.

Scrambled Words

Page 68

Student unscrambles letters to spell words associated with commercial artists.

Student uses number code to spell out secret message.

Notes

Each of the scrambled words below is associated with the career of commercial artist. When all of the words are unscrambled, write the circled letters in numerical order on the lines at the bottom of the page. How quickly can you find the secret message?

1. treadgnivis ¹¹A ⁵D V ⁵E R T I I S I N G
2. reef clane ⁶F ¹¹R ⁵E E L A N ^{1,7}C E
3. toisud ¹⁵S I U D I ²O
4. gradnift blate ¹⁰D R A F I I N G
I A B ¹⁰L E
5. enp P E N
6. shrub ¹²B ¹²R U S H
7. anipt ¹³P A I N ¹³T
8. toilproof ¹⁶P O R ¹⁶T F O L ⁸I O
9. spleam ^{3,4}S A ^{3,4}M P L E
10. adeliden ⁹D E ⁹A ¹⁴D L ¹⁴I N E

.....

C O M M E R C I A L
1 2 3 4 5 6 7 8 9 10
A R T I S T
11 12 13 14 15 16

Trucker

B6 Trucker

This trucker delivers women's clothing from the factory to stores around the country. Today he is delivering goods to Robin's Fine Feathers.

Vocabulary

activity log*
chauffeur's license
contact
emergency
hazard

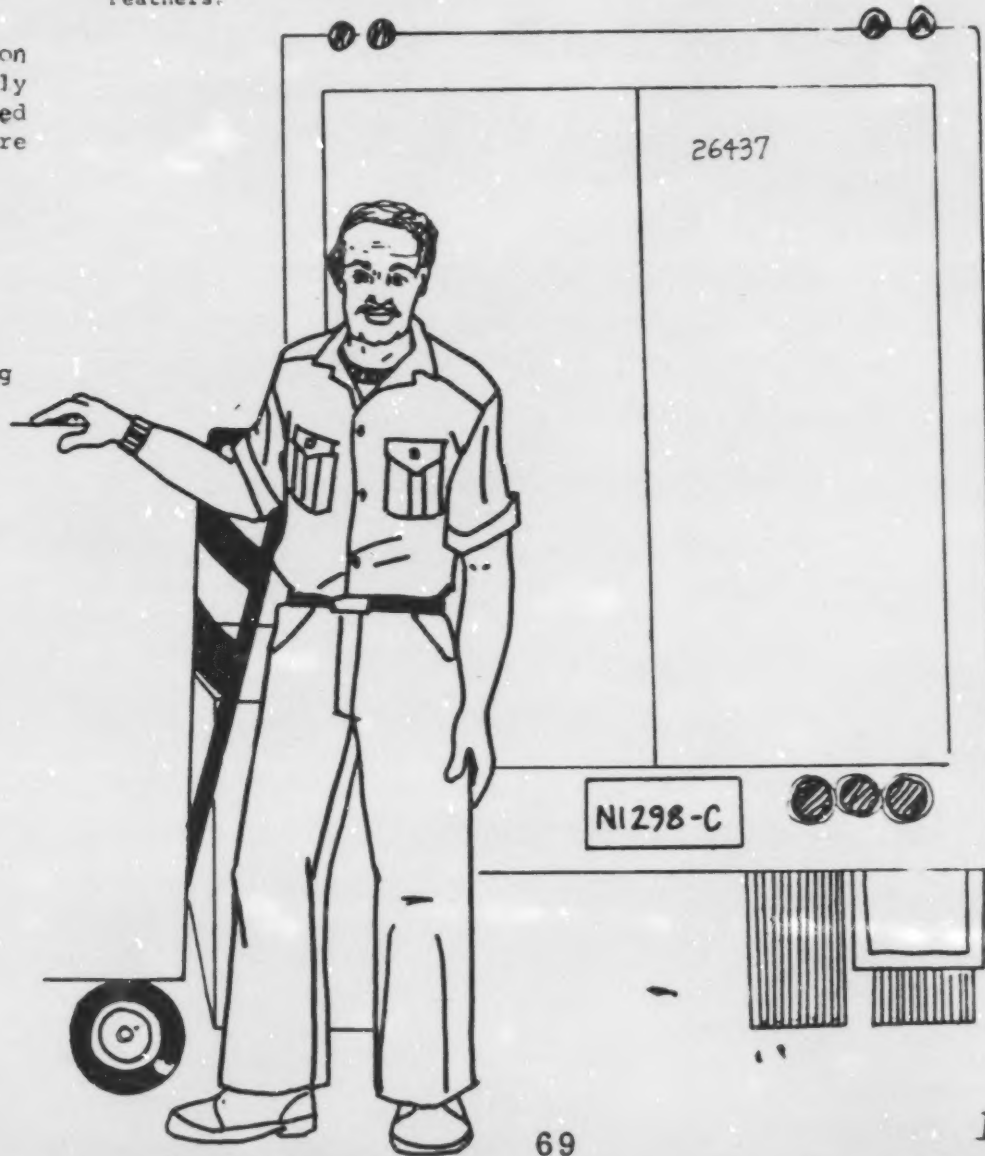
location
properly
required
secure

*developed in text/activity

Page 69

Discuss picture in conjunction with reading the story.

Notes



Student reads story or instructor reads story to student(s).

Label tool pictures after reading story.

Notes

In the middle of the afternoon, Sam announced that a new delivery of products had arrived. The truck was just backing into the loading dock. When the truck was parked, the driver opened the back doors and unloaded the goods. He used a hand cart to wheel the large boxes of clothing into the storeroom. As he moved the boxes into the storeroom, he checked off each item on his freight bill. When every item was accounted for, he asked Sam to sign the freight bill. The bill would be returned to the manufacturer to prove that the shipment had been received by Robin's Fine Feathers.

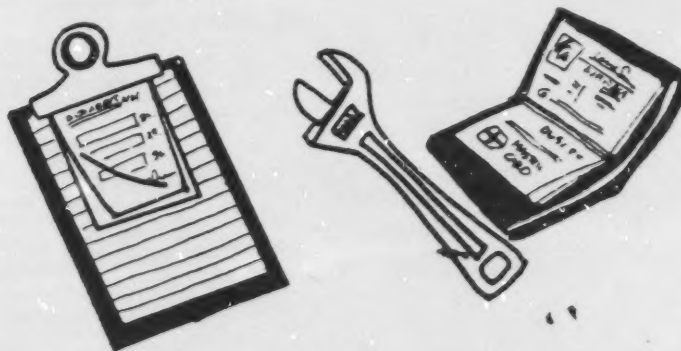
Dick Henson, the trucker, works for a large clothing manufacturer. He delivers loads of clothing in a three-state area. Each of his trips begins with loading the truck at the manufacturing plant. Sometimes Dick loads the truck himself and sometimes employees in the shipping department load for him. Dick always makes sure the load is balanced and secure before he closes the truck. Just before he leaves the plant loading dock, Dick looks over the freight bills to see which items are to be delivered at each of his stops.

Most of Dick's time is spent driving. Because most stores are located in downtown areas, Dick must drive the truck through heavy traffic areas. He uses his C.B. radio to contact other truck drivers who may be able to warn him about traffic hazards. Dick uses road maps to help him find his way to new locations.

Besides driving, Dick has other tasks. He keeps a daily activity log which tells the time he started and the times of all of his stops. He must keep track of the freight bills and make sure that each is signed properly. Sometimes he has to do emergency repairs on his truck if it breaks down on a trip. He carries a tool kit with him at all times.

In order to drive large trucks, Dick needed to have a chauffeur's license. He went to a training school to learn the skills he needed to pass the test for his chauffeur's license. At the school, Dick learned how to drive large trucks, tricks for loading securely, and about laws which concern trucks. When he got the job driving for the clothing manufacturer, the company trained him to do the paperwork they required.

Dick is using this job to gain experience. He would like to start a trucking company of his own in a few years. The skills and knowledge he learns on this job will help him start his own business.



Outlining

Page 72

Student uses phrases provided to complete an outline.

Use the words and phrases in the word bank on the right-hand side of the page to fill in the blanks in the outline below.

Notes

I. Trucker

Word Bank

A. Tasks

1. drives the truck
2. keeps track of freight bills
3. loads and unloads truck
4. makes emergency repairs
5. keeps daily activity log

truck drivers' training school

drives the truck

hand cart

chauffeur's license

keeps track of freight bills

loads and unloads the truck

truck

B. Tools and Equipment

1. hand cart
2. truck
3. tool kit
4. road maps
5. freight bill

tool kit

makes emergency repairs

road maps

freight bill

keeps daily activity log

C. Training and Requirements

1. truck drivers' training school
2. chauffeur's license

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Trucker Word Puzzle

Student uses sentence clues to complete a word puzzle.

Use the letter clues at the top of the page and the sentence clues at the bottom of the page to complete the puzzle.

Notes

1. t o o l k i t
2. d r i v e r
3. c h a u f f e u r ' s
- (2 words) 4. h a n d c a r t
5. t r u c k
- (2 words) 6. f r e i g h t b i l l
- (2 words) 7. r o a d m a p

.....

1. A collection of things used to repair a truck is called a _____.
2. The person who operates a vehicle is called a _____.
3. The kind of license a driver needs to operate a large truck is called a _____.
4. A tool used to move boxes to and from a truck is called a _____.
5. A large vehicle used to deliver goods is called a _____.
6. A listing of the goods to be delivered is called a _____.
7. A paper showing routes in a certain area is called a _____.

Pages 74-76

Student completes outline to review facts
from Marketing and Distribution Career
Cluster.

Notes

Outlining

Fill in the blanks in the outline below. You may look back at the
stories to help you remember.

Marketing and Distribution Review

I. Buyer - Sam Isaacs

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

C. Training

1. _____
2. _____

D. Work Places

1. _____

II. Sales Representative - Harold Shorr

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____

2. _____

3. _____

C. Training

1. _____

2. _____

D. Work Places

1. _____

2. _____

3. _____

III. Accountant - Jackie Stein

A. Tasks

1. _____

2. _____

B. Tools and Equipment

1. _____

2. _____

3. _____

C. Training

1. _____

2. _____

D. Work Places

1. _____

2. _____

V. Commercial Artist

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

C. Training

1. _____
2. _____
3. _____

D. Work Places

1. _____
2. _____

On a separate sheet of paper make an outline similar to those above about the career of trucker.



-Basic-

Self Awareness

Performance Objectives

- SA-B1** Students given instruction with (grade K) CHOICE folder activities B1-SA-1 through B1-SA-5
Will demonstrate ability to:
- name 7 out of 10 body parts (arms, ears, eyes, feet, hands, head, legs, mouth, nose, torso) and
 - identify 3 out of 4 feelings (anger, fright, happiness, sadness)
- As evidenced by the students' participation in instruction with the 5 CHOICE folder activities
- SA-B2** Students given instruction with (grade 1) CHOICE folder activities B2-SA-1 through B2-SA-10
Will demonstrate ability to:
- name 5 out of 7 body parts (elbows, fingers, knees, shoulders, toes, tongue) and
 - identify 4 out of 5 senses (hearing, sight, smell, taste, touch)
 - choose a favorite skill (climbing, dancing, listening, running, singing, skipping, talking, walking)
- As evidenced by the students' participation in instruction with the 10 CHOICE folder activities.
- SA-B3** Students given instruction with (grade 2) CHOICE folder activities B3-SA-1 through B3-SA-8
Will demonstrate ability to:
- measure any of their own 5 body parts or classroom objects and
 - name 3 differences between 2 homes they have lived in and/or 3 differences between 2 of their friends
- As evidenced by the students' participation in instruction with the 8 CHOICE folder activities
- SA-B4** Students given instruction with (grade 3) CHOICE folder activities B4-SA-1 through B4-SA-7
Will demonstrate ability to:
- fill out own I.D. cards (name, address, phone or school bus number, age)
 - name the places on the human body where blood, bones, skull, veins, and wrists are located
 - identify 3 feelings (boredom, loneliness, bravery)
- As evidenced by the students' participation in instruction with the 7 CHOICE folder activities
- SA-B5** Students given instruction with (grade 4) CHOICE folder activities B5-SA-1 through B5-SA-4
Will demonstrate ability to:
- identify 4 feelings (dreaminess, embarrassment, hurt, impatience) and/or
 - name 4 "universal needs" (caring, clothing, food, shelter)
- As evidenced by the students' participation in instruction with the 4 CHOICE folder activities

- SA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-SA-1 through B6-SA-5
Will demonstrate ability to:
 - identify 2 feelings (hate, love)
 - describe own physical appearance, prized possessions, prized activities, and prized behaviors
As evidenced by the students' participation in instruction with the 5 CHOICE folder activities
- SA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-SA-1 through B7-SA-4
Will demonstrate ability to:
 - identify 2 feelings (belonging, rejection)
As evidenced by the students' participation in instruction with the 4 CHOICE folder activities



-Basic-

Job & Role Awareness

Performance Objectives

- J&R-B1 Students given instruction with (grade K) CHOICE B1 Student Log and CHOICE folder activities B1-J&R-1 through B1-J&R-8
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 6 workers in the ARTS AND HUMANITIES career cluster (actor, artist, dancer, musician, puppeteer, teacher) and 4 out of 5 workers in the HOMEMAKING career cluster (day care worker, housekeeper, janitor, tailor, waiter)
As measured by the students completing, with 90% accuracy, the CHOICE B1 test
- J&R-B2 Students given instruction with (grade 1) CHOICE B2 Student Log and CHOICE folder activities B2-J&R-1 through B2-J&R-10
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 6 workers in the HEALTH career cluster (ambulance driver/attendant, dentist, dietician, eye doctor/optometrist, family doctor, school nurse) and 4 out of 6 workers in the PERSONAL SERVICES career cluster (blacksmith, day care worker, gas station attendant, hairdresser/barber, television repairer, waitress)
As measured by the students completing, with 90% accuracy, the CHOICE B2 test
- J&R-B3 Students given instruction with (grade 2) CHOICE B3 Student Log and CHOICE folder activities B3-J&R-1 through B3-J&R-7
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the RECREATION career cluster (camp counselor, coach, tour guide, travel agent, usher) and 4 out of 6 workers in the TRANSPORTATION career cluster (airplane pilot, astronaut, mover, railroad engineer, school bus driver, trucker)
As measured by the students completing, with 90% accuracy, the CHOICE B3 test
- J&R-B4 Students given instruction with (grade 3) CHOICE B4 Student Log and CHOICE folder activities B4-J&R-1 through B4-J&R-6
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the AGRIBUSINESS career cluster (farmer, forest ranger, gardener, logger, miner) and 4 out of 6 workers in the PUBLIC SERVICE career cluster (fire fighter, librarian, mail carrier, nursing aide, police officer, sanitation worker)
As measured by the students completing, with 90% accuracy, the CHOICE B4 test

- J&R-B5 Students given instruction with (grade 4) CHOICE B5 Student Log and CHOICE folder activities B5-J&R-1 through B5-J&R-9
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the COMMUNICATION AND MEDIA career cluster (announcer, journalist, performer, photographer, telephone lineworker) and 4 out of 6 workers in the construction career cluster (architect, carpenter, cement mason, electrician, heavy equipment operator, plumber)
As measured by the students completing, with 90% accuracy, the CHOICE B5 test
- J&R-B6 Students given instruction with (grade 5) CHOICE B6 Student Log and CHOICE folder activities B6-J&R-1 through B6-J&R-6
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- training places
for 4 out of 6 workers in the MANUFACTURING career cluster (assembly worker, chemist, machinist, textile designer, union representative, welder) and 4 out of 5 workers in the MARKETING AND DISTRIBUTION career cluster (accountant, buyer, commercial artist, sales representative, trucker)
As measured by the students completing, with 90% accuracy, the CHOICE B6 test
- J&R-B7 Students given instruction with (grade 6) CHOICE B7 Student Log and CHOICE folder activities B7-J&R-1 through B7-J&R-7
Will demonstrate knowledge of:
- on-the-job skills and tasks,
- tools and equipment, and/or
- work places
for 4 out of 5 workers in the BUSINESS AND OFFICE career cluster (actuary, assistant bank manager, cashier, clerical worker, computer operator) and 4 out of 5 workers in the MARINE SCIENCE career cluster (boat builder, commercial diver, fish hatchery technician, hydrographer, marine biologist)
As measured by the students completing, with 90% accuracy, the CHOICE B7 test



-Basic-

Decision Making/Goal Attaining Performance Objectives

DMGA-B1 Students given instruction with (grade K) CHOICE folder activities B1-DMGA-1 through B1-DMGA-9

Will demonstrate ability to identify 2 of the following steps in the DMGA process:

- what do you want?
- use resources (people)
- find out (helpers)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 9 folder activities

DMGA-B2 Students given instruction with (grade 1) CHOICE folder activities B2-DMGA-1 through B2-DMGA-4

Will demonstrate ability to identify 3 of the following steps in the DMGA process:

- what do you want?
- use resources (people)
- know values (choose, prize)
- goal

As evidenced by the students' participation in instruction with the 4 folder activities

DMGA-B3 Students given instruction with (grade 2) CHOICE folder activities B3-DMGA-1 through B3-DMGA-8

Will demonstrate ability to identify 4 of the following steps in the DMGA process:

- what do you want?
- use resources (people)
- find out (obstacles, helpers, time)
- know values (choose, prize, act)
- plan
- act
- goal

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B4 Students given instruction with (grade 3) CHOICE folder activities B4-DMGA-1 through B4-DMGA-8

Will demonstrate ability to identify 6 of the following steps in the DMGA process:

- what's going on?
- what do you want?
- find out (obstacles, helpers, time)
- decide
- act
- goal
- use resources (people, experience, reading)
- know options and outcomes
- plan
- check progress

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B5 Students given instruction with (grade 4) CHOICE folder activities B5-DMGA-1 through B5-DMGA-8

Will demonstrate ability to identify 8 of the following steps in the DMGA process:

- what's going on?
- what do you want?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 8 folder activities

DMGA-B6 Students given instruction with (grade 5) CHOICE folder activities B6-DMGA-1 through B6-DMGA-9

Will demonstrate ability to identify the following steps in the DMGA process:

- what's going on?
- what do you want?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 9 folder activities

DMGA-B7 Students given instruction with (grade 6) CHOICE folder activities B7-DMGA-1 through B7-DMGA-9

Will demonstrate ability to identify the following steps in the DMGA process:

- what's going on?
- what do you want?
- use resources (people, experience, reading)
- find out (obstacles, helpers, time)
- know options and outcomes
- know values (choose, prize, act)
- decide
- plan
- act
- check progress
- modify goal (if necessary)

As evidenced by the students' participation in instruction with the 9 folder activities

CHOICE Curriculum Content

B6

ACCOUNTANT

MARKETING AND DISTRIBUTION

SKILLS & TASKS: Helps individuals, businesses, and corporations to organize and run their finances in the most efficient and profitable way. Examines, compiles, and analyzes bookkeeping accounts and records. Estimates expenses. Helps set up budget policies. Researches price trends. Prepares financial statements and tax returns. Gives legal testimony that clients' business and tax records are accurate and complete. May specialize in: 1) general or public accounting, 2) management accounting for corporations, industries, businesses, or 3) accounting for government agencies.

TOOLS & EQUIPMENT: Receipts and other records of business transactions, legal references, contracts, adding machines, calculators, computers.

WORK PLACES: Offices in accounting firms and offices of clients in private business, industry, or for government agencies.

TRAINING: High school, plus two year programs at community colleges, business schools, universities, or armed services. Courses include mathematical computation, business management, industrial relations, business law, computer technology. Four or six years of college required for some specialties or for teaching.

COMMERCIAL ARTIST

SKILLS & TASKS: Creates artwork designed to promote ideas or to persuade people to buy products. Prepares illustrations and designs advertising displays for newspapers, magazines, TV commercials, labels, signs, wallpaper, gift wrapping, greeting cards, billboards, etc. Sketches, paints, does lettering and layout (choosing, planning, and arranging style, color and positions of artwork, photographs, and lettering). Makes charts, maps, cartoons, as well as drawing to communicate clients' ideas. Must meet deadlines and compromise to please clients.

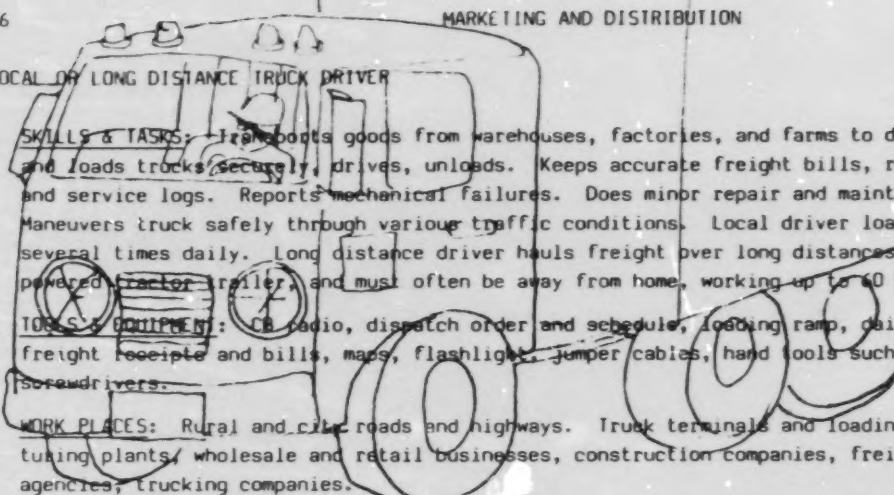
TOOLS & EQUIPMENT: Light table, drawing board, pencils, pens, ink, crayons, felt-tip markers, scissors, erasers, glue, rulers, and other straight edges, brushes, water based paints, compasses, photographs, personal portfolio (collection of best work).

WORK PLACES: Well-lighted, ventilated studios or offices at advertising departments of large companies, department stores, art schools. Free lance artists may work at home for advertising agencies or other businesses.

TRAINING: High school art classes and art programs at colleges and schools of art and design.

PRACTICE: On-the-job training at printing and art studios. Preparation of personal portfolio is most important.

LOCAL OR LONG DISTANCE TRUCK DRIVER



SKILLS & TASKS: Transports goods from warehouses, factories, and farms to distributors. Inspects and loads trucks securely, drives, unloads. Keeps accurate freight bills, receipts, delivery and service logs. Reports mechanical failures. Does minor repair and maintenance work on truck. Maneuvers truck safely through various traffic conditions. Local driver loads and unloads freight several times daily. Long distance driver hauls freight over long distances, often in diesel-powered tractor trailer, and must often be away from home, working up to 60 hours weekly.

TOOLS & EQUIPMENT: CB radio, dispatch order and schedule, loading ramp, daily activity log, freight receipts and bills, maps, flashlight, jumper cables, hand tools such as mallets, wrenches, screwdrivers.

WORK PLACES: Rural and city roads and highways. Truck terminals and loading stations at manufacturing plants, wholesale and retail businesses, construction companies, freight and express agencies, trucking companies.

TRAINING: Must own commercial (chauffeur's) driver's license. Mechanical ability helpful. Experience driving trucks and tractor trailers (privately owned or in armed services). On-the-job training as driver or driver's helper.

BUYER

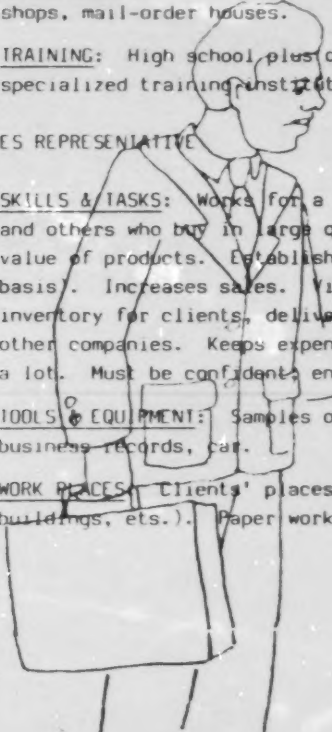
SKILLS & TASKS: Purchases merchandise which appeals to customers from manufacturers and wholesalers for retail business and stores. Researches buying and selling methods. Familiarizes self with employer's stock and customers. Orders samples and goods in quantity. Keeps informed about changes in existing products and development of new ones. Plans and coordinates buying schedules and activities.

TOOLS & EQUIPMENT: Newspapers, fashion or trademagazines, telephone, calculator, order and merchandise return forms, plane tickets.

WORK PLACES: Offices at retail stores, especially clothing and department stores, specialty shops, mail-order houses.

TRAINING: High school plus on-the-job training as salesperson. General college programs, specialized training institutions or management programs offered by employers.

SALES REPRESENTATIVE



SKILLS & TASKS: Works for a large company or manufacturer to sell products to retail stores and others who buy in large quantity. Describes and displays products. Demonstrates uses and value of products. Establishes accounts (agreements to sell products to one place on a regular basis). Increases sales. Visits and informs buyers of new products and prices. Does stock inventory for clients, delivers and installs products, researches activities and products of other companies. Keeps expense and credit records. Attends trade conferences. May travel a lot. Must be confident, enthusiastic, persuasive, and persistent. Must speak clearly.

TOOLS & EQUIPMENT: Samples of goods to be sold, price lists, product descriptions, calculator, business records, car.

WORK PLACES: Clients' places of business (institutions, retail stores, wholesale houses, office buildings, etc.). Paper work may be done at home or in product manufacturer's office.

UNION REPRESENTATIVE

SKILLS & TASKS: Helps protect rights of union members by investigating complaints about working conditions, interpreting work contracts, and mediating disputes between workers and management. Speaks on behalf of workers for salary raises, improvements in working conditions, etc. Informs workers of their rights and the best ways to protect them. Hears workers' complaints and helps them file grievances (documents describing a complaint and how the aggrieved (complainer) wants it settled) through counselling and special classes. Meets with company management and other officials. May help union members find housing or medical aid.

TOOLS & EQUIPMENT: Legal reference books and documents such as contracts and grievance papers, current union literature, vehicle, telephone, expense account. At some work sites, hard hat and safety glasses.

WORK PLACES: Offices at plants, factories, mills, foundries, schools, and union headquarters. "Pits" (conference rooms where union representatives and top management negotiate).

TRAINING: On-the-job training as a union member and as a company member. College courses in public speaking (speech) and political science (social studies) are helpful.

TEXTILE DESIGNER

SKILLS & TASKS: Uses artistic talent combined with an understanding of materials, fabric construction, and printing processes to design weaves, knits, and decorative patterns for cloth. Sketches designs. Studies fabric construction and researches best uses for various fabrics. Tests strengths and weaknesses of fabrics. Compares fabric printing processes. Travels, reads, and meets with buyers and others in the fashion industry to get new ideas and to find out what people are buying. Attends fashion shows and textile industry presentations.

TOOLS & EQUIPMENT: Paper, paint, brushes, drawing board and pad, ruler, cloth and yarn, small test looms and knitting machines (to test strength of new weaves and knits), fabric samples, telephone, textile trade and fashion periodicals, camera.

WORK PLACES: Offices and studios for textile companies, usually in cities. Freelance textile designers may work at home.

TRAINING: High school art classes, schools of art and design, fashion schools.

WELDER

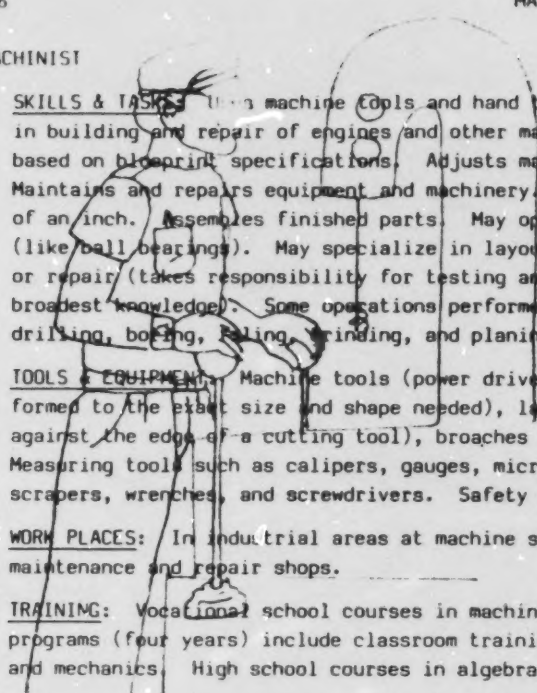
SKILLS & TASKS: Joins metal parts to build and fix metal objects using intense heat and sometimes pressure. Cuts and shapes metal. Uses blueprints to plan work. Cleans metal. Clamps it together or does preparatory tack welding. Finally, uses a torch to join metal permanently. May specialize in one welding technique such as arc or electric welding (uses heat from electricity that jumps from an electrode to the metal), gas or acetylene welding (uses heat from burning gases to melt metal), resistance welding (uses electricity and pressure), and atomic welding (uses an atomic hydrogen arc).

TOOLS & EQUIPMENT: Blueprints, welding torch, welding rods, torch tips, electrodes and electrode holder, rig (includes generator or gas source), welding mask, "leathers" (protective gloves and sometimes coat), C clamp (holds metal in place), slag hammer or chipper (cleans up leftover metal after welding), grinder (smoothes rough metal beads along welding lines).

WORK PLACES: Factories that manufacture metal products. Shops which repair metal parts of ships, buildings, automobiles, pipes. Underground and underwater pipelines. Production line welders do repetitive work at one work station, while more skilled workers do varied types of work.

TRAINING: Vocational school courses in drafting (a kind of drawing), blueprint reading, metal and welding shops. On-the-job apprenticeship programs (three years leads to certification). High school physics is helpful.

MACHINIST



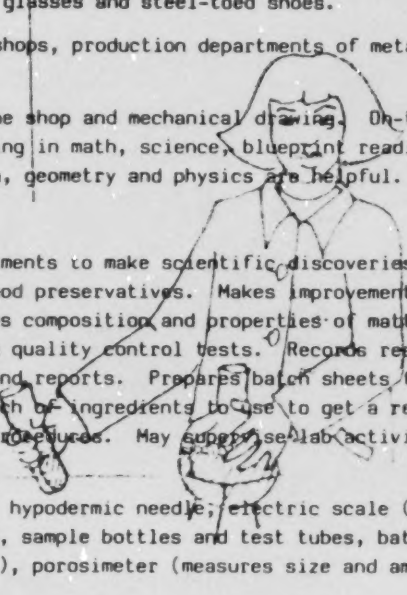
SKILLS & TASKS: Uses machine tools and hand tools to shape metal blocks into tools and parts used in building and repair of engines and other machines. Plans steps and selects tools for each task based on blueprint specifications. Adjusts machine tools according to the type of metal being shaped. Maintains and repairs equipment and machinery. Measures and checks accuracy of all work up to 1/10,000 of an inch. Assembles finished parts. May operate varied machine tools or may make one type of object (like ball bearings). May specialize in layout (marking specifications on metal for production machinists), or repair (takes responsibility for testing and adjusting all machines in a shop and so must have broadest knowledge). Some operations performed by machinists are: setting up, cutting, dowel fitting, drilling, boring, filing, grinding, and planing.

TOOLS & EQUIPMENT: Machine tools (power driven tools which hold a metal block in place while it's formed to the exact size and shape needed), lathes (machines that shape metal or wood by turning rapidly against the edge of a cutting tool), broaches (tapered bits pulled through holes to make them bigger). Measuring tools such as calipers, gauges, micrometers, scales. Hand finishing tools such as files, scrapers, wrenches, and screwdrivers. Safety glasses and steel-toed shoes.

WORK PLACES: In industrial areas at machine shops, production departments of metalworking factories, maintenance and repair shops.

TRAINING: Vocational school courses in machine shop and mechanical drawing. On-the-job apprenticeship programs (four years) include classroom training in math, science, blueprint reading, technical drawing, and mechanics. High school courses in algebra, geometry and physics are helpful.

CHEMIST



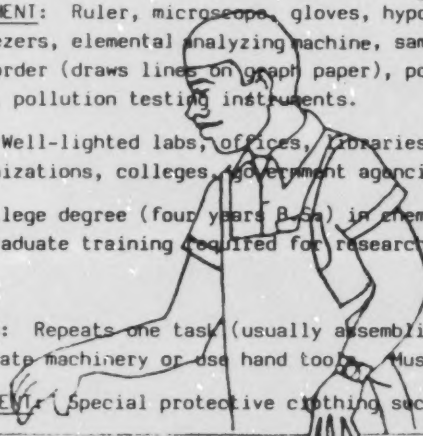
SKILLS & TASKS: Researches, tests, and experiments to make scientific discoveries. Uses facts to create new compounds like synthetic fuels or food preservatives. Makes improvements in various products according to manufacturers' standards. Studies composition and properties of matter. Tests samples to determine or analyze ingredients. Conducts quality control tests. Records results of observations, tests, and experiments using charts, graphs, and reports. Prepares batch sheets for manufacturers (instructions which tell what kinds and how much of ingredients to use to get a result, and how to mix the ingredients. Teaches lab skills and procedures. May supervise lab activity. May do technical writing or sales work.

TOOLS & EQUIPMENT: Ruler, microscope, gloves, hypodermic needle, electric scale (to measure tiny amounts), tweezers, elemental analyzing machine, sample bottles and test tubes, batch sheets (like recipes), recorder (draws lines on graph paper), porosimeter (measures size and amount of air space in materials), pollution testing instruments.

WORK PLACES: Well-lighted labs, offices, libraries, and classrooms for private industry, non-profit research organizations, colleges, government agencies, and market research firms.

TRAINING: College degree (four years B.S.) in chemistry for beginning positions like lab or research assistant. Graduate training required for research or teaching positions. On-the-job training.

ASSEMBLY WORKER



SKILLS & TASKS: Repeats one task (usually assembling or packaging one type of item) over a full working day. May operate machinery or use hand tools. Must be accurate and safety conscious.

TOOLS & EQUIPMENT: Special protective clothing such as ear plugs or safety glasses.

WORK PLACES: In production line factories which produce or package just about anything that can be found in stores including food, clothing, cosmetics, toys, tools, books, hardware, vehicles, precision instruments, medicine, records, tapes, furniture . . . just about anything you can name.

TRAINING: On-the-job.

Manufacturing/Marketing & Distribution

Student Log

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Manufacturing

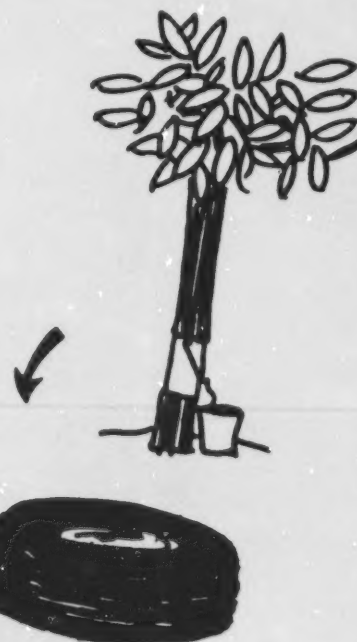
Workers in the Manufacturing Career Cluster work to produce the goods used by all of us. They work together to make products like cars, appliances, clothing, toys and many other articles.

Manufacturing workers make processed goods. Processed goods are things that are not used in their natural forms. Processed goods are things that are made from natural products. They cannot be grown or mined. The materials manufacturing workers use to make processed goods are called raw materials. Cotton is a raw material used to make cloth. Rubber is a raw material used to make automobile tires.

As you read the story about Josh Simmons, you will learn about several workers in the manufacturing career cluster. Ask yourself if you would like to do any of these jobs.



1

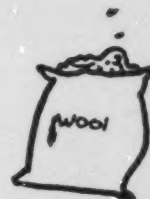


Raw Materials

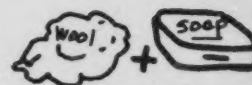


Raw materials are the substances used to make processed goods. Manufacturing workers process or change the raw materials to make them into more usable goods.

For instance, sheep's wool is a raw material. It is gathered, cleaned, combed, and spun to make yarn. Cleaning, combing and spinning are ways to process wool into yarn. Yarn can be used in more ways than sheep's wool. The yarn then becomes a material for other manufacturing workers who knit, crochet, or weave the yarn into blankets, sweaters, or clothing. These processed goods have more uses than yarn.



Match each raw material below to a product or processed item that is made from that raw material.



Raw Material

Product

wool

peanut butter

trees

flour

petroleum

yarn



iron

lumber

wheat

maple sugar

rubber

plastic



sugar cane

automobile bodies

peanuts

tires

maple sap

granulated sugar



Raw Materials

Many products are made from several raw materials. For instance, some of the raw materials used to make an automobile are: steel (body and frame), plastic (steering wheel, upholstery), rubber (tires), fabric (upholstery), and glass (windshield).

List at least two raw materials used in making each of the products listed below.

pencil _____

pen _____

bicycle _____

chair _____

telephone _____

television _____

lamp _____

door _____

refrigerator _____

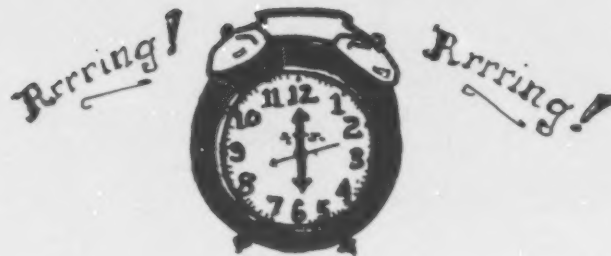


3

Union Representative

This union representative helps companies and workers solve problems about salary, working hours, working conditions, and other areas of concern.





Rrrring! Josh Simmons reached across the bed and turned off the alarm. He yawned and mumbled as he dragged himself from his warm bed to the bathroom. The hot water of the shower began to wake him. He started thinking about the day ahead.

Josh is a union representative. This means that Josh speaks for the workers who belong to his union. Workers join the union to help protect their salaries, to help improve their working conditions, and to protect their rights as workers. When the workers and the company bosses or management can't agree to solve a problem, Josh comes to help the workers present their side of the problem. He listens to all sides of the problem or dispute, then helps the management and the workers settle on a solution that is agreeable to both sides. This is called mediating. Josh's most important job is to mediate a dispute about working conditions at Grant Automotive Industries.

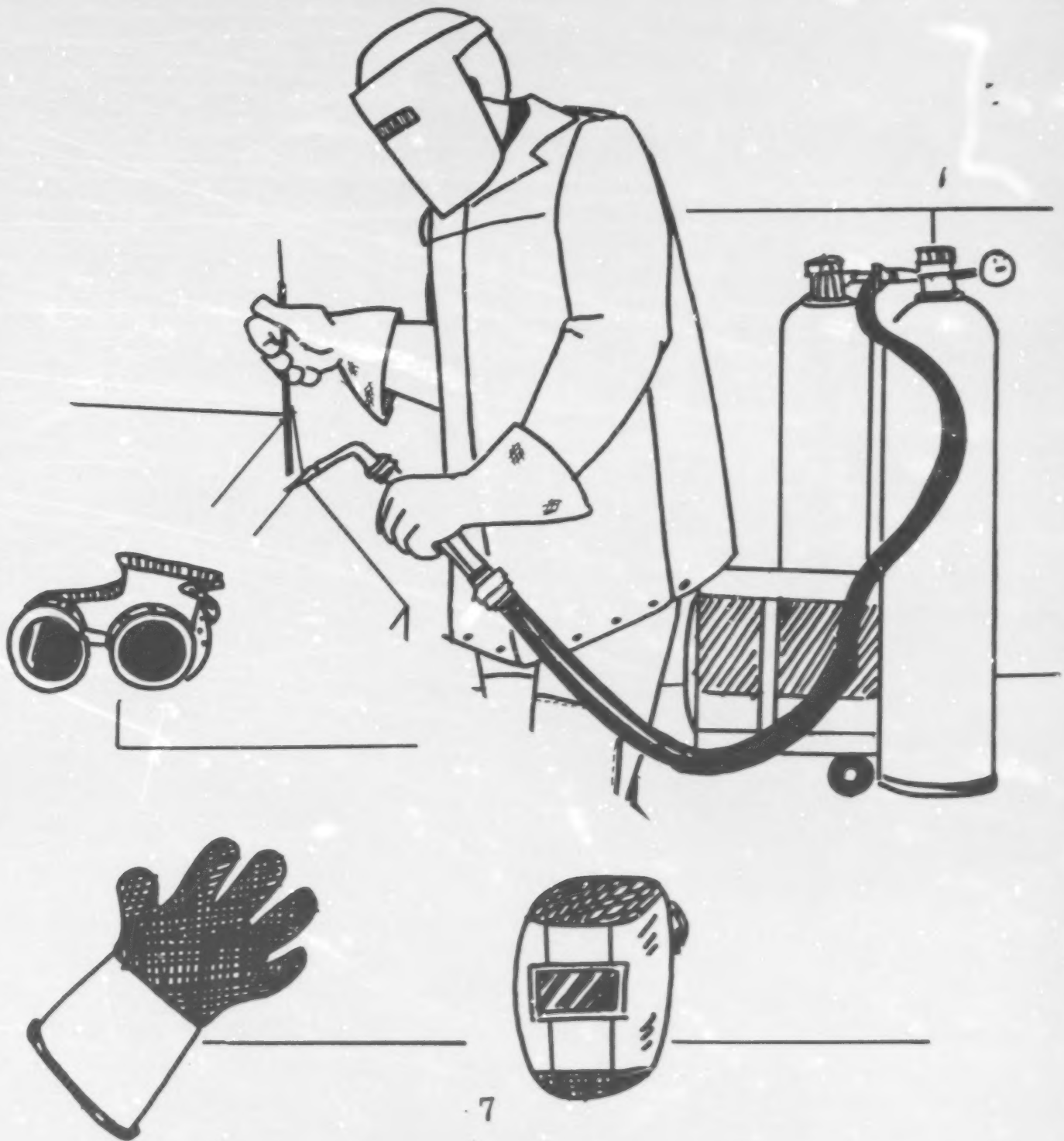
As the morning temperature began to rise, Josh got into his car for the trip to Grant Industries. Josh uses his car like a traveling office. He travels to different factory locations a lot, so he must make sure he has everything he needs in the car. He keeps legal reference books with him in the car. He checks these to make sure that he does nothing illegal when he mediates disputes. He also carries grievance papers. These are special forms that workers fill out when they have a complaint against their company. He keeps union literature like booklets and pamphlets to hand out to workers. Union literature explains to workers how their union can help them. Josh always has a hard hat and safety glasses in his car in case he needs to tour a factory or a construction site.

As Josh drove to Grant Automotive Industries, he thought about the things he would have to do today. Speaking in front of a group of people is something Josh learned in a public speaking course in college. This course taught him how to organize facts and present them in the best possible way. His political science courses also taught him how to deal with people. Josh knew that he would use all of his skills to settle this dispute.



Welder

This welder is using a torch and a welding rod to join two pieces of metal. The torch melts the welding rod across the two pieces of metal. When it cools and rehardens, the metal will be joined securely.



Welder

Once Joshua reached Grant Industries he went to the main office. He had an appointment with the board of directors. A young woman greeted Josh and said, "Hello, Mr. Simmons. We've been expecting you." He followed her to the conference room and shook hands with the chairman of the committee. "Good morning, Joshua. Let's get right down to business. I know you've heard the workers' grievances, but you haven't heard ours. We feel their complaints are unfair. The committee feels that the workers are paid enough, are often late, take breaks when they shouldn't, and they're just not working hard enough."

"Well, Mr. Chairman, I think we should take one case at a time," began Josh. "The welders and the machinists want the shop renovated. The ventilation is poor and produces unhealthy working conditions."

The chairman interrupted excitedly, "Those shops are the pride of our industry. We have purchased the newest tools and machinery."

"Maybe so," Josh said. "But they are using welding torches to join metal parts to build and fix metal objects. The process uses intense heat and pressure. When they cut and shape the metal, smoke and gases are given off and they linger in the air. Without a proper ventilation system, the fumes are hazardous to the workers' health."

Another member of the committee said, "They don't know what they're talking about."

Josh explained, "Welders are well-trained people. They have attended vocational school and have taken courses in drafting, blueprint reading, and metal and welding shops. They also experienced an on-the-job apprenticeship program for 3 years before they got certified. They know what they're talking about."

The committee members talked among themselves for a few minutes. A very tall man stood up and loudly said, "The welders don't weld all the time. They have other jobs to do. When they aren't welding, the air can clear."

Josh said, "That's true. They do have other things to do. They read and use blueprints of the planned work. The welders also select materials according to the types and thickness of the metals to be welded. The metal must be cleaned and clamped. All these things are done in the same shop. While the welders are doing these jobs, they are still breathing the poisonous fumes."

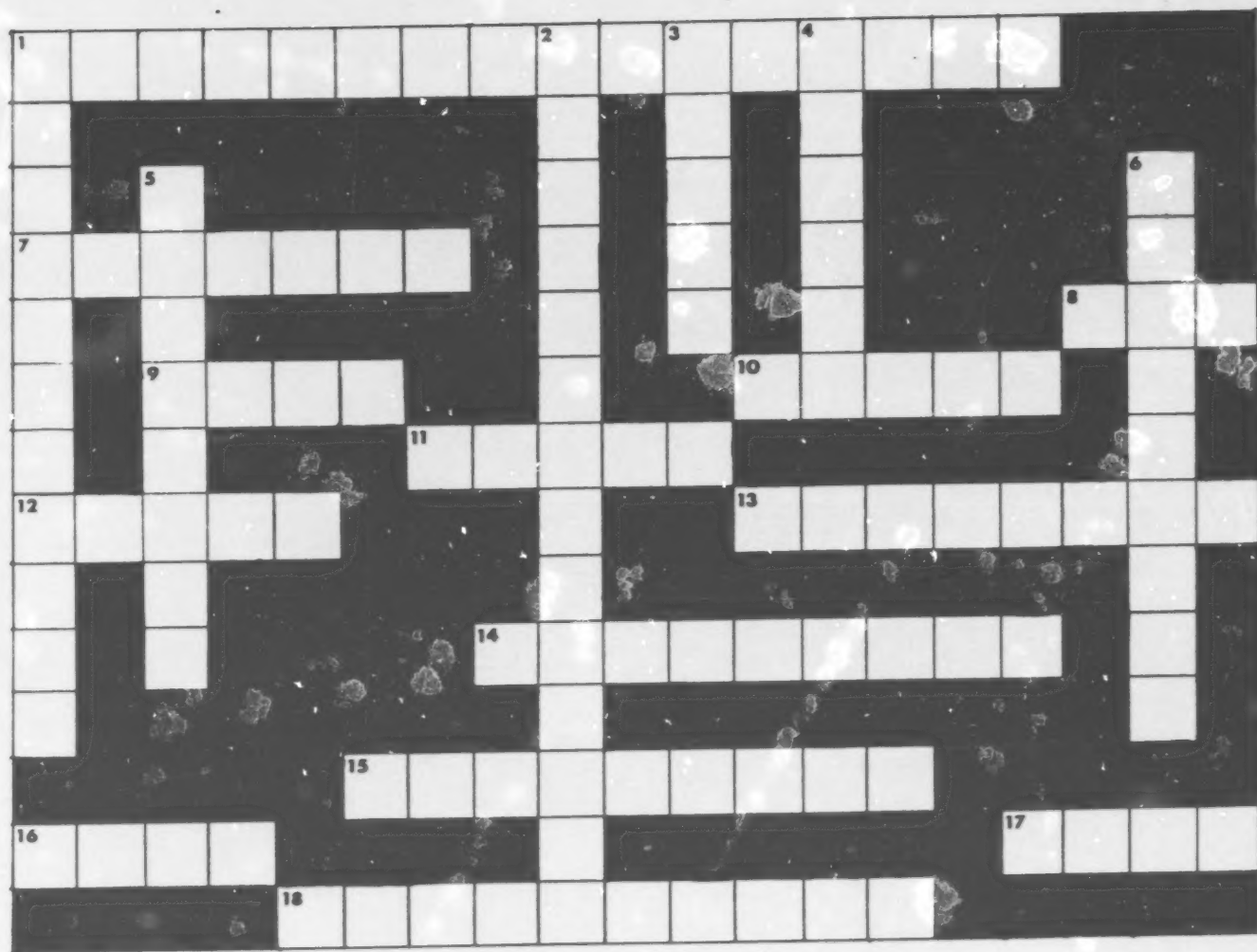
Welder Crossword

Across

1. a place where a person gets trained for a job (two words)
7. welders use welding _____ to join metal pieces together
8. a good ventilation system circulates fresh _____
9. place where welders work
10. how many years that a welder is an apprentice
11. the material welders use often
12. The welders have faith that Josh will help him. They _____ him.
13. Welders take courses in this form of drawing.
14. The welders wanted the ventilation _____. (made new, repaired)
15. The management bought the welders the newest _____. (means mechanical works)
16. Welding uses intense _____.
17. To join metal pieces by heat and pressure.
18. The detailed plans on paper.

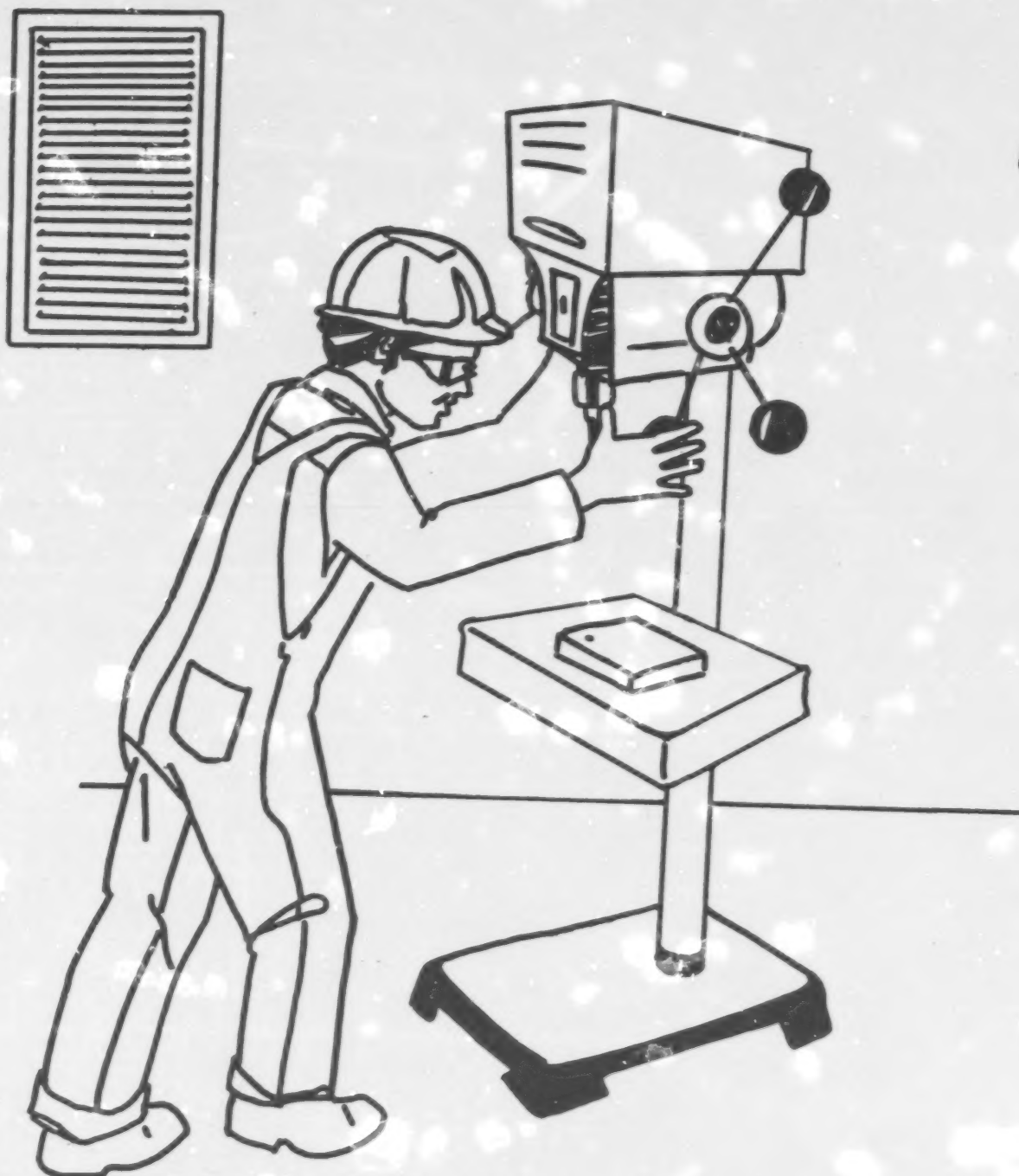
Down

1. a system for circulating air
2. learning on-the-job while someone experienced is teaching you
3. this is given off when welding
4. fumes are hazardous to your _____
5. welders use intense heat and _____
6. a substance that can make someone sick or can kill is _____ (As in _____ fumes)



Machinist

This machinist is using a drill press to drill holes in metal.



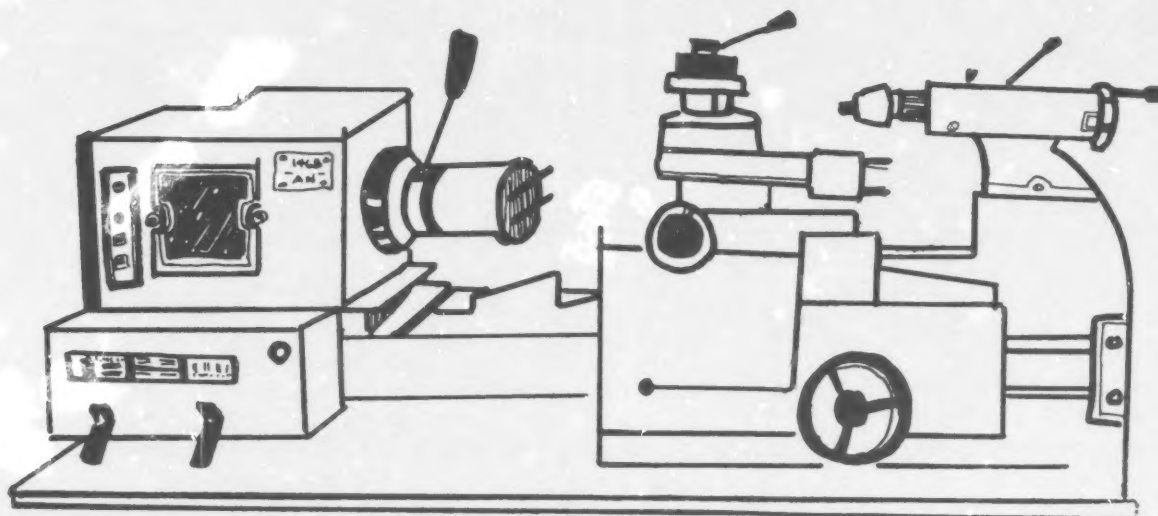
Josh could tell that the directors were now listening to him. "The machinists work on the other side of the same shop," Josh said. "They use machine tools and hand tools to shape metal blocks into tools and parts. The parts are used for cars and for the machines in the factory. Machinists, like the welders, use blueprints while in the shop. In addition, they maintain and repair the equipment and machinery. They set up the materials, cut, drill, bore, file, grind, and plan in the shop. The ventilation must be just right for them.

The chairman said, "We're beginning to see your point. Go on."

"Thank you, Mr. Chairman. As you know, machinists are well trained also. They go to vocational school and study machine shop and mechanical drawing. Machinists are part of a four year on-the-job apprenticeship program, including classroom training in math, science, blueprint reading, technical drawing, and mechanics."

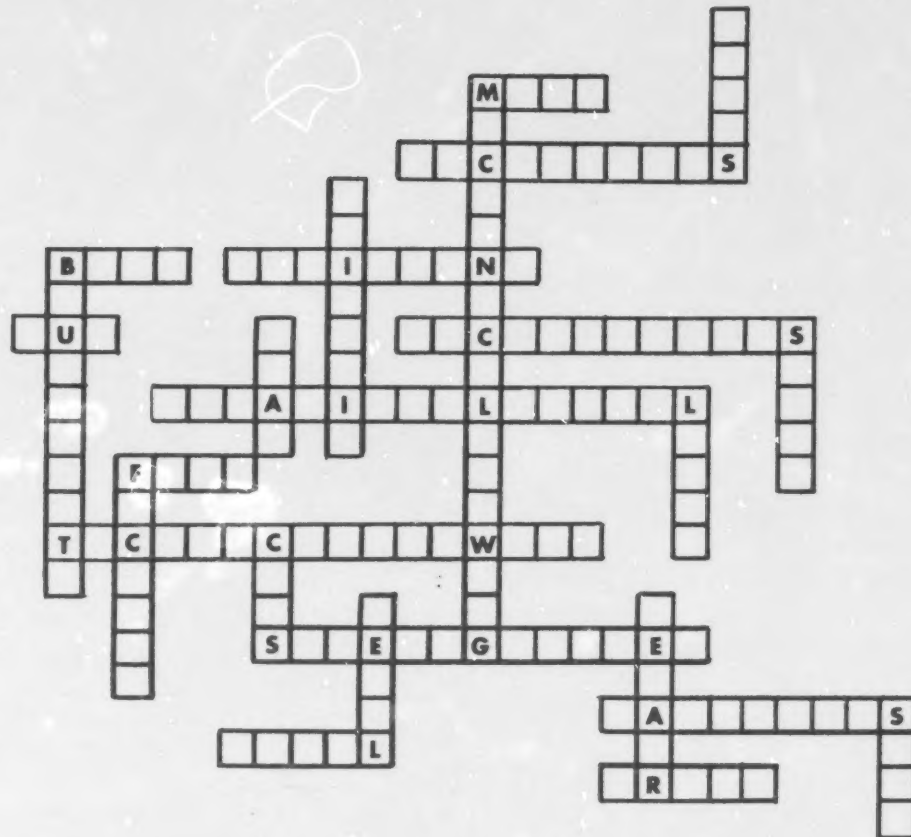
"O.K., Mr. Simmons. You drive a hard bargain. The welders and machinists will have their shop renovated."

"Great," Josh said. "Let me just tell you that the machinists are happy with their new machine tools, lathes, (machines that shape metal and wood), safety glasses, and other needed tools."



Word Puzzle

Directions: Find where the words fit in the puzzle. A letter goes in each box. Hint--use letters already in the puzzle to lead you to other words. Count the letters in the words. Use words only once.



blueprint
bore
cars
cut
drill
equipment
factory
file

grind
hand tools
lathe
machinists
machine tools
maintain
math
mechanical drawing

metal
parts
plan
repair
safety glasses
shape
shop
technical drawing
vocational school

Outlining

Use words and phrases from the list on the right-hand side of the page to fill in the blanks in the outline on the left-hand side of the page.

Machinist

I. Jobs and Tasks

- A. _____
- B. _____
- C. _____
- D. _____

on-the-job
drills
repair machinery
metal blocks
read blueprints
vocational school

II. Tools and Materials

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

grinders
shape metal blocks
lathes
maintain equipment
files
blueprints
apprenticeship

III. Training

- A. _____
- B. _____
- C. _____

Assembly Worker

This assembly worker stands in the same place all day long. The parts that he must assemble come to him on an endless belt. He spends his work time assembling car door handles.



The next problem on Josh's list was the 20% raise demanded by the assembly workers. Although assembly workers have no special training, they are the backbone of any factory. They perform the tedious jobs that need to be done over and over. Many workers like this kind of job because it requires little thought. When their shift is over, they can go home and forget about work.

In many factories assembly workers stand in front of a moving conveyor belt all day long. The pieces that they assemble move along the belt. Each worker assembles his part of the object, then it moves to the next worker who assembles another portion of the object. When the object reaches the end of the assembly line, it is complete or ready to move to another assembly line.

Assembly workers are trained on the job. Wherever they work, assembly workers are taught to do the specific jobs on which they will work. They may be trained to use special tools needed to complete the job properly. In some cases, assembly workers use safety equipment like safety glasses, face masks, ear plugs, or gloves.

As Josh thought about the assembly workers, the conference room began to fill with a murmur of people talking. "We refuse to give the assembly workers a 20% raise. We could automate the shop and use machine for many of the jobs they do. A 20% raise is not in the best interests of Grant Automotive Industries."

"Nevertheless," began Josh, "there are a lot of assembly workers in your factory, and they have all united for this raise."

"I'm sorry," the chairman insisted, "a 20% raise in salary is out of the question."

"But the cost of living went up 8%," Josh said angrily.

The board members discussed the problem. After a few minutes, the chairman said, "We'll give them a 12% raise."

Josh knew that the assembly workers would agree to a 12% salary increase. He had already talked to the workers to find out the lowest increase they would accept. "They'll take it!" Josh exclaimed.

Everyone decided to break for lunch. Although Josh's morning had been a hard one, he was very pleased that he had mediated all of the issues on his list. He felt that everyone had agreed to settle fairly.



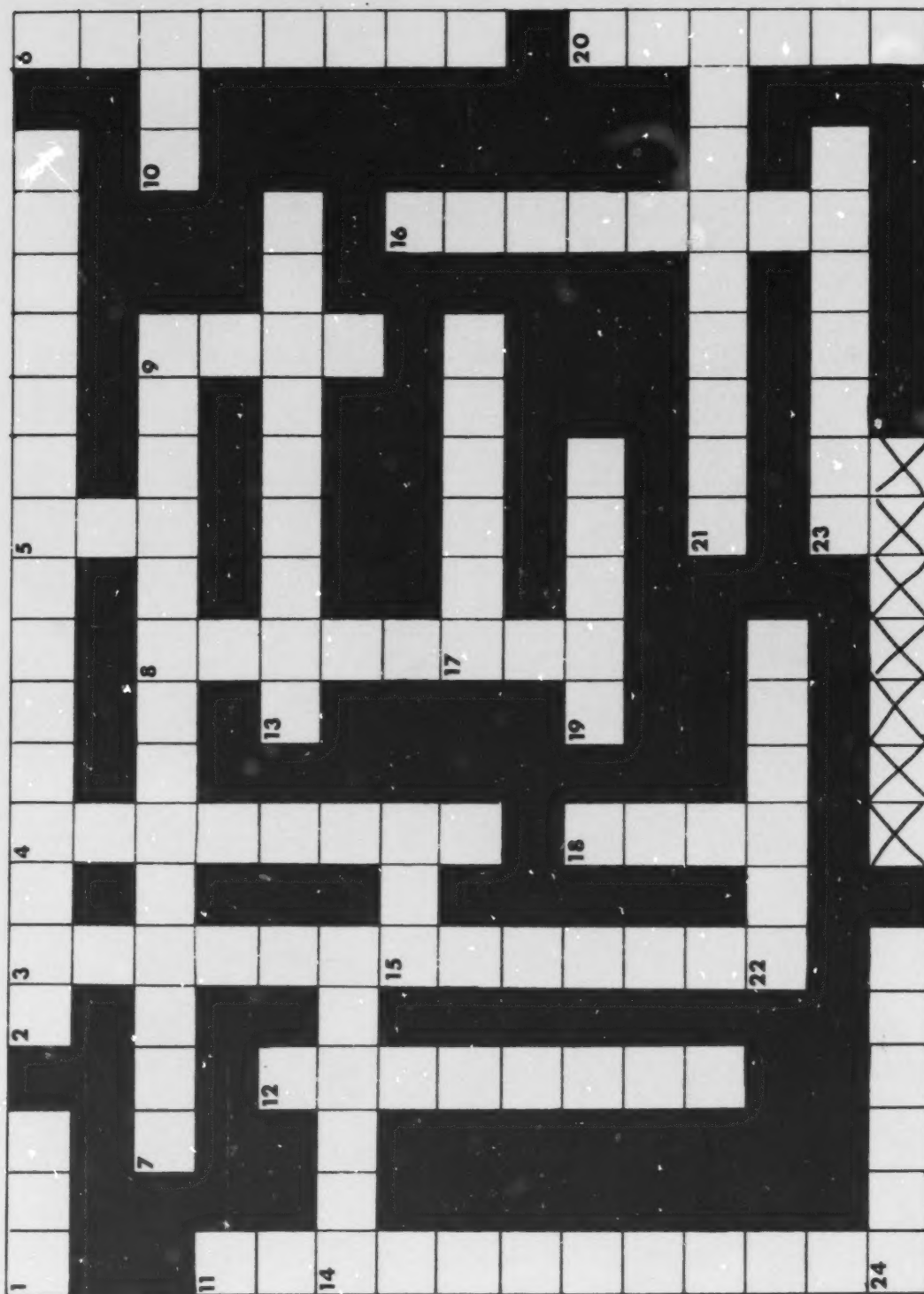
Crossword Puzzle

Across

1. The assembly workers work for _____
2. The people who work on an assembly line.
7. The place where Josh and the management were talking.
10. What you do with a knife or a scissor.
13. Places where assembly workers work.
14. The assembly workers wanted a 20% raise in ____.
15. joke
17. A low, continuous sound, especially of voices.
19. to join
21. face protectors
22. a place to learn
23. to run machines
24. worn over hands

Down

3. Worn over the eyes for protection.
4. Worn to block out some noise.
5. Fighting between two groups.
6. The assembly workers receive this type of training (3 words).
8. The leader of a committee.
9. most important
11. The price of day to day expenses (3 words).
12. tools that do work
16. A written set of agreements.
18. kind of tub
20. woven container



Root Words and Affixes

Assembly workers put parts together to make new products. In the same way, we can put word parts together to make new words. Use the prefixes, suffixes, and root words below to assemble new words.

re	+	produce	=	
re	+	present	+	ation
			=	
protect	+	tion	=	
manage	+	ment	=	
dis	+	agree	+	ment
			=	
grieve	+	ance	=	
dis	+	appoint	+	ment
			=	
un	+	fair	=	
hazard	+	ous	=	

Rearrange each group of word parts below to assemble new words.

fair-ly-un		ment-appoint-re	
mis-ment-manage		present-ative-re	
ed-protect-un		union-re	
ation-re-present		ment-agree-dis	

True / False

Read each sentence below and decide whether the sentence is true or false. Write "T" in the circles near the true sentences; "F" in the circles near the false sentences.

- ☐ 1. An assembly worker does many different jobs during the work day.
- ☐ 2. Some assembly workers wear safety glasses to protect their eyes.
- ☐ 3. An assembly worker must think carefully to plan his/her work day
- ☐ 4. Assembly workers are not important workers in a factory.
- ☐ 5. Assembly workers need to go to college to learn the skills they use on the job.
- ☐ 6. Assembly workers use conveyor belts to keep their aprons in place.
- ☐ 7. A tedious job is a job that is exciting and changes often.
- ☐ 8. Some jobs that were done by assembly workers are now being done by machines.
- ☐ 9. Assembly workers are usually trained on the job.
- ☐ 10. Assembly workers may wear face masks to protect their ears from loud noise.
- ☐ 11. Some assembly workers are trained to use special tools to help them do their job properly.

Textile Designer



This textile designer draws patterns to be printed on cloth to make patterned fabric. She learned her skills by taking art classes in high school and college.

Grant Automotive Industries had just hired a textile designer. Josh's job included meeting the new worker and learning about all her job duties. After lunch he walked down to the factory.

The textile designer was waiting for Josh. As soon as he opened the door, she said, "Hello, Mr. Simmons. I'm Brenda Smith."

"Hi, Brenda. Please call me Josh."

"Thank you, Josh. I've been told you want to hear about my job and see where I work!"

"Yes, I'm glad the office told you I was coming."

"Actually, Josh, I'm an artist. I took art in high school and then went to a school for art and design. My favorite classes were always in fashion."

"Then why didn't you go into making designer jeans or something like that?" Josh asked.

"In a way, I did. My last job was designing fabric for clothing. It was fun. I used to travel a lot, meeting with buyers and other designers in the fashion industry. And I can't count the number of fashion shows I went to."

"That sounds so exciting. Why did you leave your job?"

Brenda explained, "It was exciting, but the competition was beginning to wear me down. I always had to be better than some other designer. This job is more relaxing and I can settle down and have a family. That's one thing I could never do in my other job. I traveled too much."

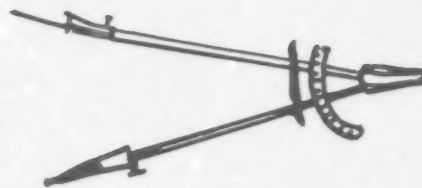
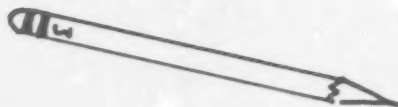
Brenda and Josh walked around her studio. She showed him many fabric samples that she uses. As Josh looked around the room, he saw a lot of supplies. There were pencils, paper, paint, brushes, drawing boards, rulers, looms, cameras, and more.





Across

1. used to take photographs
3. to draw quickly
4. place where textile designer works
7. Brenda's job title (2 words)
11. strain, pressure
12. a person who draws and paints
13. current style of dress
14. to go from place to place
16. argued
17. people who purchase clothes and materials
18. another word for material (cloth)
19. to plan or sketch out
20. same as 12 across

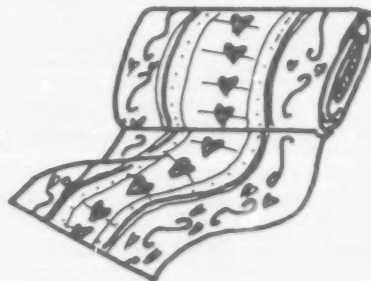


Across (cont.)

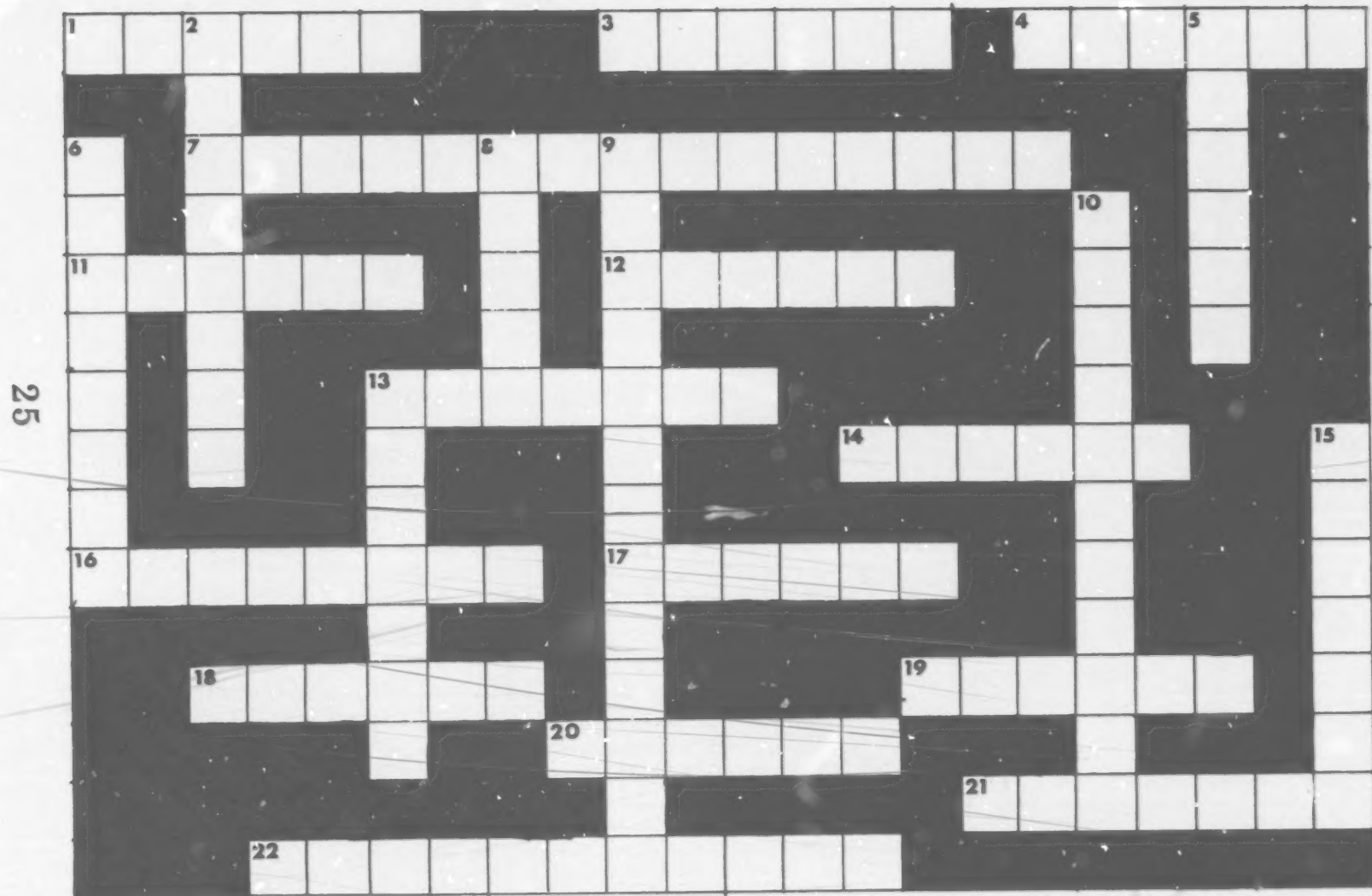
21. things used to draw
22. the textile designer's name

Down

2. another name for fabric
5. jobs, chores
6. reached a decision
8. machines used to weave material
9. tables used for sketching
10. a contest, match
13. a large place where Brenda and all the other workers do their jobs
15. tools used in painting



Crossword Puzzle



Scrambled Words

Unscramble the words below to make words related to the career of textile designer.

1. ixteelc _____
2. snidgere _____
3. starti _____
4. sihoanf _____
5. bacfir _____
6. slepam _____
7. doitus _____
8. clinep _____
9. reppa _____
10. cearam _____
11. urrel _____
12. shrub _____
13. niapt _____
14. olom _____

Chemist

This chemist attended college for a total of 6 years. She works at Grant Automotive Industries. Her job includes mixing dyes for fabrics and plastics used in making automobile upholstery.



Chemist

Josh said, "The chairman told me you'd be working hand in hand with the chemist. What do textile designers have to do with chemists?"

"Here, a lot," said Brenda. "The chemists produce synthetic fabrics for me to use. They also make the dyes for the fabrics. After making a dye, the chemist tests it for quality. The chemist also tests dyes he didn't make."

"Do the chemists do anything else?" asked Josh.

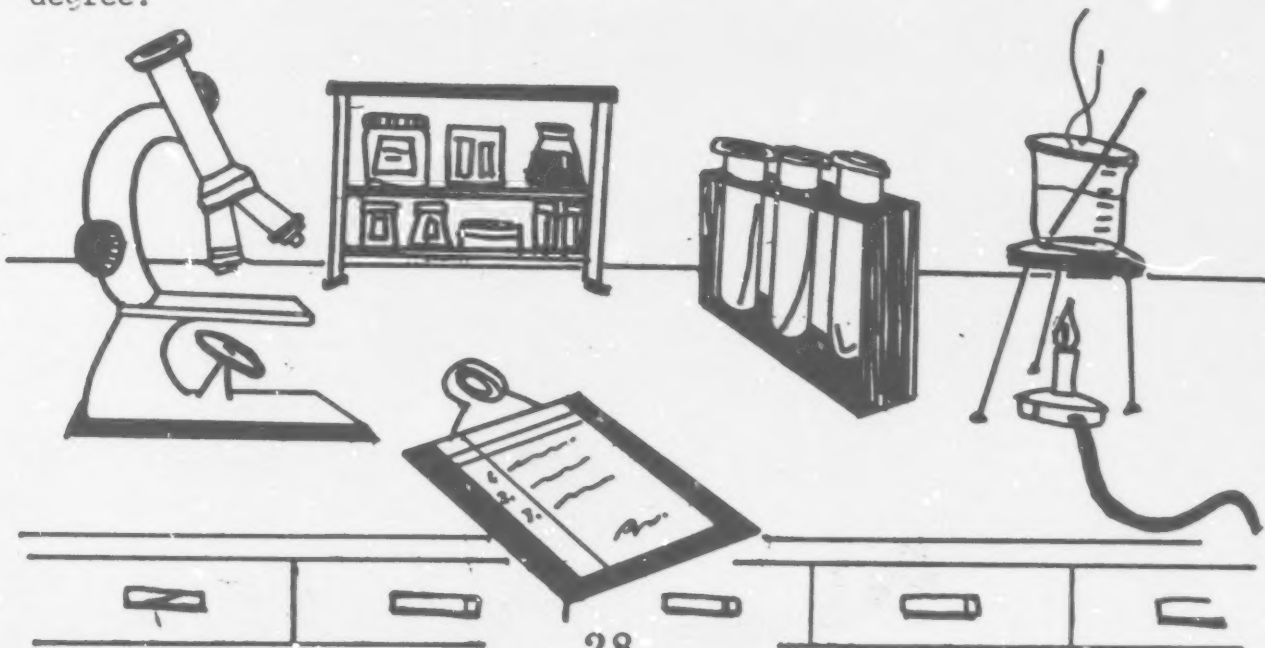
"Sure. They make synthetic fuels for the cars to run on. The fuels always need to be improved and tested for quality. The chemist records all his observations. Then, the data can be plotted on a graph or a chart."

Josh asked, "Brenda, will you take me to the chemistry lab?"

"Sure," said Brenda. "Let's go."

Once in the lab, Josh saw rows of tables. On each table was a microscope, racks of test tubes, burners, and a rack of tools. Each tool rack had a pair of gloves, a pair of tweezers, a knife, and other tools. All the workers looked busy in the well-lighted lab.

Josh glanced to the left and he saw a small room. Brenda explained that the room was an office. That's where all the files were kept. All information had to be strictly recorded. On the wall were several diplomas. Some were from colleges, and others were from graduate schools. Each of the research chemists had a Master's degree in chemistry and each assistant had a Bachelor's degree.



Word Puzzle

Use the sentence clues on the bottom half of the page to fill in the blanks in the words on the top half of the page.

1. ___ C ___
2. ___ H ___
3. ___ E ___
4. ___ M ___
5. ___ I ___
6. ___ S ___
7. ___ T ___

1. A chemist uses a _____ to make objects look larger
2. Chemists use chemicals to make _____ fabrics and fuels.
3. Chemicals are sometimes mixed in glass containers called _____.
4. A worker who knows about and uses chemicals is called a _____.
5. Information is kept in _____.
6. The chemist used _____ to pick up the fabric sample and place it in the vat of dye.
7. A chemist works in a _____ which is a large room that contains all of the equipment he needs to do experiments.

Word Search

Directions: Find the listed words in the puzzle.

synthetic fabrics

table

dyes

microscope

tests

tubes

quality

burners

fuels

racks

improved

tools

observations

gloves

data

tweezers

plotted

knife

graph

files

chart

records

lab

research

degree



D	Y	A	P	D	S	O	C	G	I	C	S	U	B	H	E	O	T	J
M	N	E	S	Y	N	T	H	E	T	I	C	F	A	B	R	I	C	S
V	Q	U	A	L	I	T	Y	B	L	E	D	K	N	G	R	E	E	Z
I	M	A	R	E	S	E	A	R	C	H	S	Y	S	E	F	I	N	K
Y	M	L	F	I	K	H	D	S	T	A	D	R	E	W	Q	X	S	O
T	O	I	V	C	R	B	L	P	O	A	R	C	D	S	T	Y	B	T
E	R	T	M	S	I	O	W	M	T	G	O	E	A	A	F	S	W	E
S	N	Y	L	J	O	Z	B	O	K	A	C	H	T	G	E	E	E	P
T	E	S	L	T	I	F	U	E	L	S	E	A	A	R	E	L	E	O
S	W	B	A	L	M	P	G	R	C	H	R	C	V	Z	B	L	G	C
J	B	H	M	O	P	L	R	A	S	S	H	A	E	A	R	A	R	S
C	H	A	R	T	R	O	A	C	E	W	T	R	T	O	L	G	E	O
I	S	C	G	X	O	T	P	K	R	I	S	G	L	O	V	E	S	R
N	K	T	U	N	V	T	H	S	O	T	W	E	E	R	G	E	D	C
T	U	B	E	S	E	E	F	N	S	B	U	R	N	E	R	S	U	I
P	E	R	L	F	D	D	S	E	S	E	L	I	F	D	O	W	D	M

Union Representative

Josh was surprised to find out that it was 4:30. He had spent his whole day at Grant Automotive Industries. After thanking Brenda, Josh went back to his car and drove home. He knew that his job wasn't over yet. The union leaders would want to know the results of his meeting with the board of directors. Josh was pleased with himself. He helped solve problems between the workers and the management, and he learned about two more jobs.

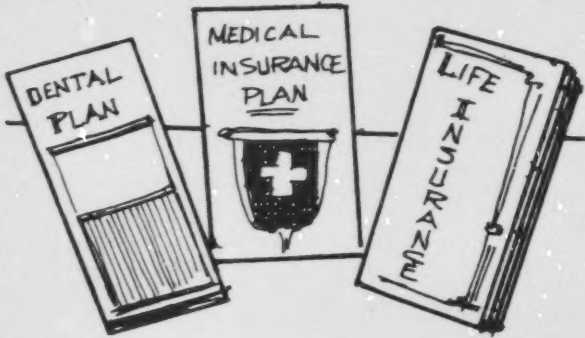
That night, Josh was very tired. His day still wasn't over. He had to prepare for the next day of being a union representative.



Logical Validity

In each of the following paragraphs, draw a line through the sentence which does not belong.

1. Josh Simmons is a union representative. He helps the members of his union learn about the benefits their union provides. Some unions provide health, dental, and life insurance for their members. The word union means connection. Unions may provide help for unemployed members. Most unions help members solve problems at work.



3. When a worker has a problem on the job, he may see his union representative. The union representative will help the worker file a grievance form. Unions use many different forms. The grievance form explains the problem the worker is having on the job. The union representative gives the grievance paper to the company management. Usually the company must respond to the grievance within a certain amount of time. The union representative may help the worker and the management solve the problem fairly.



2. Unions collect dues from all union members. This means that each member pays a certain amount of money to belong to the union. Usually, these membership dues are taken out of, or deducted from, workers' paychecks. The dues collected from members' paychecks are used to provide benefits to the union's members. Some of the money is also used to pay union employees like representatives, secretaries, and other office staff. Due and do are homonyms.



4. Union representatives check on the working conditions in the factories where their members work. Working conditions include concerns like temperature, lighting, ventilation, safety equipment, and health hazards. The union representative makes sure his workers have the best working conditions available. Some union representatives drive many miles.

Crossword Puzzle

Across

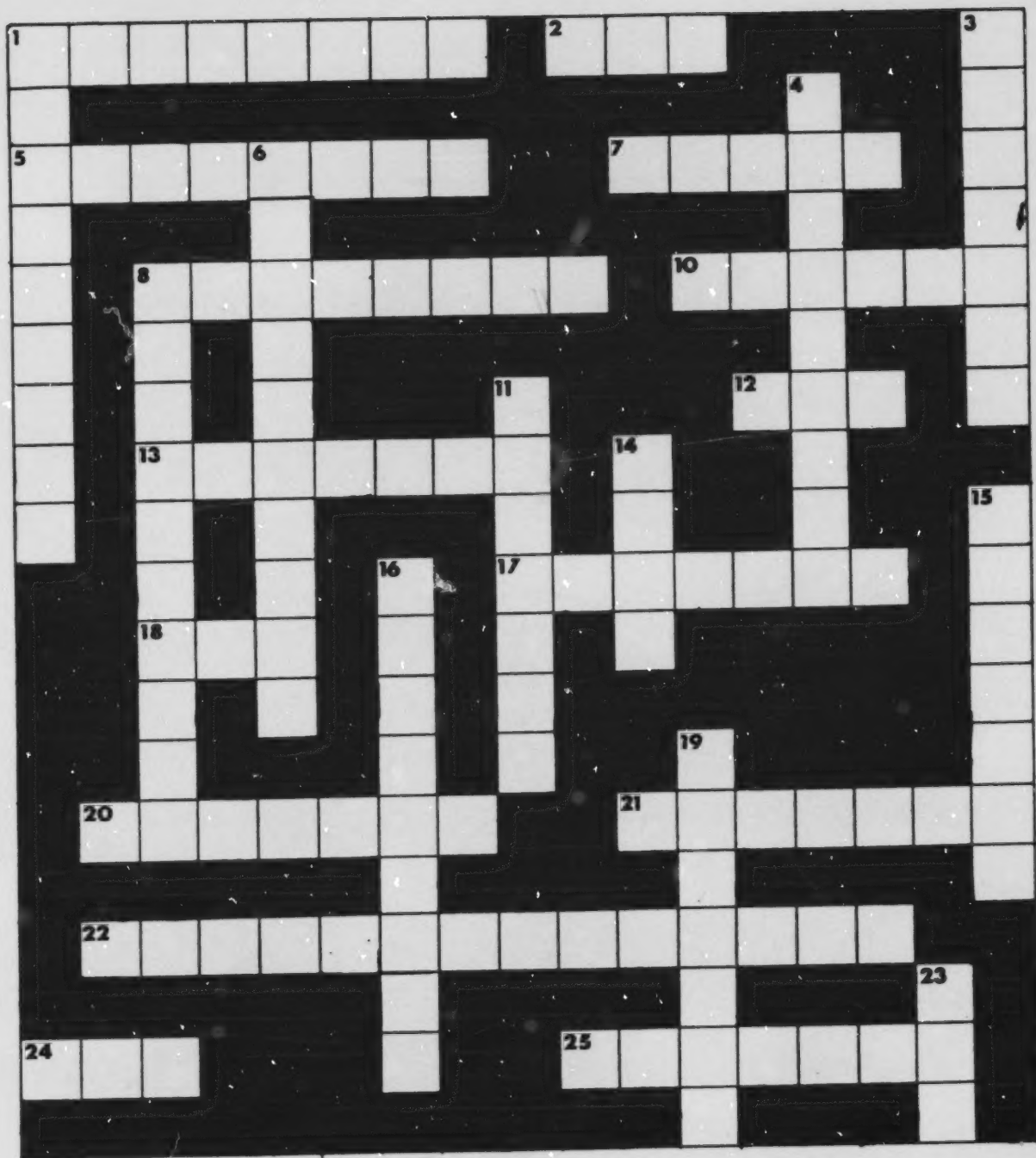
1. Josh received _____ as a union member. (education)
2. task
5. a dispute
7. Josh is a _____ representative.
8. Josh helped the assembly workers get better conditions in their new _____. (formal agreement)
10. grievance _____ (forms)
12. hard _____ (head protection)
13. At night, a union representative must _____ for the next day. (get ready)
17. An argument between management and workers. (about jobs or wages)
18. Josh is one.
20. to _____ a dispute (settle)
21. The story started in the _____. (time of day)
22. Josh studied this to become a union representative. (college course)
24. Grant Automotive Industries (initials)

Across (cont.)

25. Josh reads up-to-date union literature. Word for up-to-date.

Down

1. A union representative does a lot of this from job to job.
3. safety _____ (eye protection)
4. another word for grievance
6. the bosses
8. When two parties in a dispute come to an agreement.
11. A union representative must do this often to keep informed.
14. The main character's first name.
15. An institution of higher learning. A union representative went there.
16. _____ science (college course)
19. People who are employed at the factory. They had a dispute with the management.
23. Josh _____ breakfast before he left the house.



Word Puzzle

Use the sentence clues below to help you fill in the word puzzle on the facing page. For more difficulty, cover the WORD BANK until you need to see it.

1. Josh Simmons is a representative for _____ members.
2. Workers join unions to improve working _____.
3. Workers join unions to get higher _____.
4. Josh helps his members solve _____.
5. The bosses at the factory are called the _____.
6. Josh tries to get both sides to _____ on a solution.
7. Listening to problems and thinking of solutions is called _____.
8. An argument between management and labor is called a _____.
9. When a worker has a complaint against the management, the worker files _____ papers.
10. Folders and pamphlets for the members to read are called _____.
11. Josh learned about making speeches in his public _____ course.
12. Josh learned about dealing with people in his political _____ course.
13. Josh mediates disputes to help labor and management reach an _____.
14. Josh uses his car to _____ between jobs.
15. The workers in a union dispute are called _____.
16. Josh carries books and _____ for union members to read.
17. Grievance is another word for _____.
18. Josh helps labor and management _____ problems.
19. Josh uses legal _____ books to check on laws.

1. U _ _ _ _
2. _ _ _ _ N _
3. _ _ _ _ I _ _
4. _ _ O _ _ _ _
5. _ _ N _ _ _ _
6. _ _ R _ _
7. _ E _ _ _ _ _
8. _ _ P _ _ _
9. _ R _ _ _ _ _
10. _ _ E _ _ _ _
11. S _ _ _ _ _
12. _ _ E _ _ _
13. _ _ _ _ N _
14. T _ _ _ _ _
15. _ A _ _ _
16. _ _ _ _ T _
17. _ _ _ _ I _ _
18. _ _ V _ _
19. _ _ E _ _ _ _

WORD BANK

agree
agreement
complaint
conditions
dispute
grievance

labor
literature
management
mediate
pamphlets
problems
reference

salaries
science
solve
speaking
travel
union

Review

Review the facts about workers in the Manufacturing Career Cluster by completing the outline on the following pages. You may look back at the chapters about workers to fill in the blanks.

I. Union Representative

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____
3. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

II. Welder

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____
3. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

III. Machinist

A. Training

1. _____
2. _____

B. Work Places

1. _____
2. _____

C. Tasks

1. _____
2. _____

D. Tools and Equipment

1. _____
2. _____
3. _____

IV. Assembly Worker

A. Training

1. _____

B. Work Places

1. _____

C. Tasks

1. _____

D. Tools and Equipment

1. _____

2. _____

V. Textile Designer

A. Training

1. _____

2. _____

B. Work Places

1. _____

2. _____

C. Tasks

1. _____

D. Tools and Equipment

1. _____

2. _____

3. _____

4. _____

5. _____

VI. Chemist

A. Training

1. _____
2. _____
3. _____

B. Work Places

1. _____
2. _____

C. Tasks

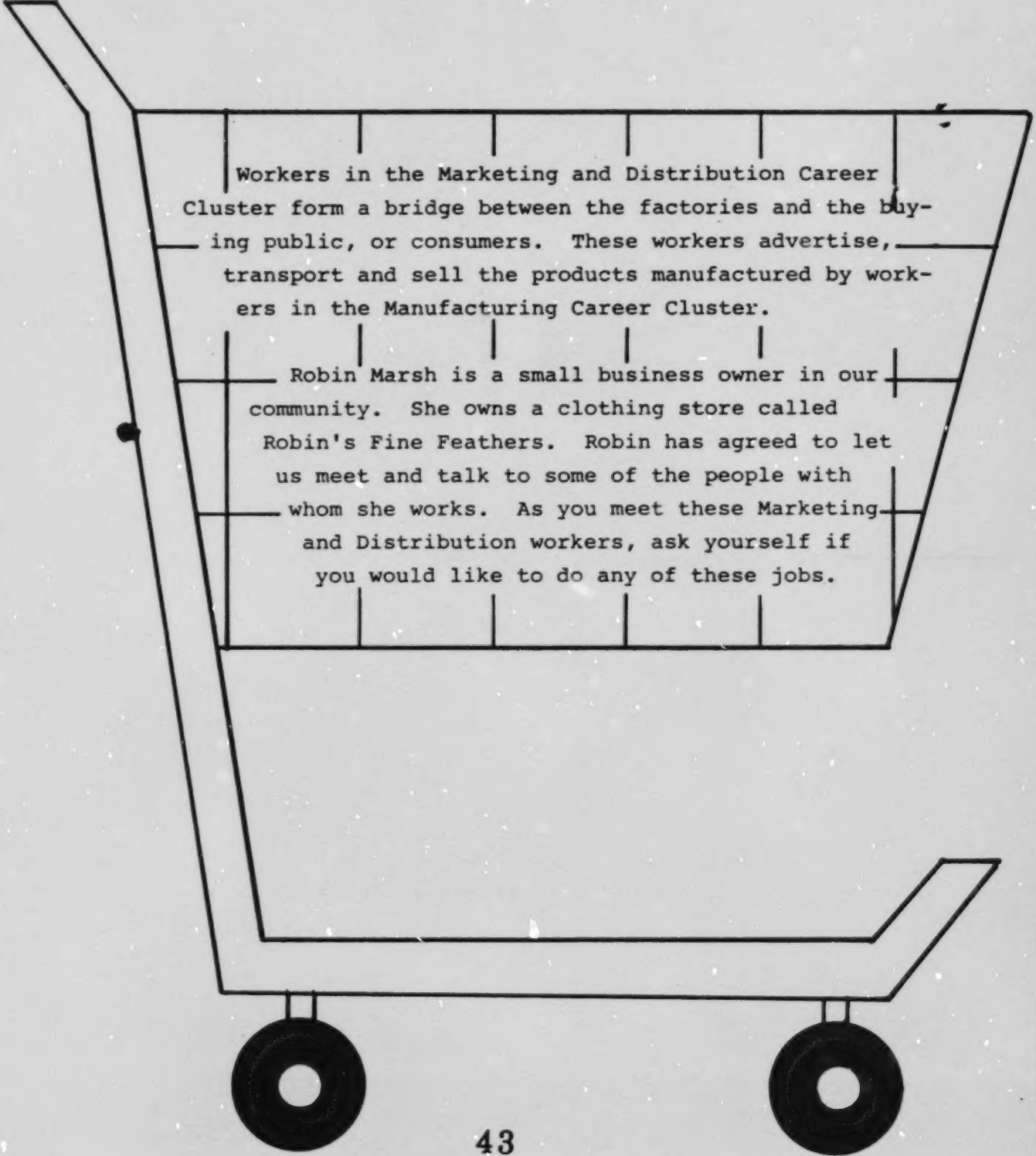
1. _____
2. _____

D. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

Write a short story about your favorite worker in the Manufacturing career cluster. Be sure to write why this worker is your favorite.

Marketing and Distribution



Workers in the Marketing and Distribution Career Cluster form a bridge between the factories and the buying public, or consumers. These workers advertise, transport and sell the products manufactured by workers in the Manufacturing Career Cluster.

Robin Marsh is a small business owner in our community. She owns a clothing store called Robin's Fine Feathers. Robin has agreed to let us meet and talk to some of the people with whom she works. As you meet these Marketing and Distribution workers, ask yourself if you would like to do any of these jobs.

Product Word Puzzle

The items made by the workers in the Manufacturing Career Cluster are brought to the consumers by the workers in the Marketing and Distribution Career Cluster. These same items are bought and used by consumers.

Use the word clues below to fill in the blanks in the puzzle on the facing page. Each line of the puzzle is the name of something that is manufactured, distributed, and bought by consumers.

1. used to pound nails
2. used to carry water
3. something to sit on
4. piece of women's clothing
5. what you watch at home
6. piece of men's clothing
7. used to serve food
8. removes tops from containers (2 words)
9. used to cool food
10. used to cut wood
11. chocolate treat (2 words)
12. makes holes in wood
13. you take this when you are sick
14. you hang this at the window
15. worn on the foot
16. what you ride in
17. used to clean the teeth
18. cuts paper
19. women's shirt
20. musical instrument
21. used to cook food
22. tool used to install screws
23. used to wash floors
24. used to cut the grass (2 words)

	1.	—	—	—	M	—	—	
			2.	—	A	—	—	
	3.	—	—	—	R			
			4.	—	K	—	—	—
			5.	—	E	—	—	—
	6.	—	—	—	T			1
			7.	—	I	—	—	
			8.	—	N	—	—	—
9.	—	—	—	—	G	—	—	—
			10.	—	A	—		
			11.	—	N	—	—	—
			12.	D	—	—	—	—
			13.	—	D	—	—	—
14.	—	—	—	—	I	—		
			15.	S	—	—	—	—
			16.	—	T	—	—	—
17.	—	—	—	—	R	—	—	—
			18.	—	I	—	—	—
			19.	B	—	—	—	—
			20.	—	U	—	—	—
			21.	—	T	—	—	—
22.	—	—	—	—	I	—	—	—
			23.	—	O	—		
	24.	—	—	—	N	—	—	—

Buyer

This buyer purchases clothing for Robin's Fine Feathers. He tries to buy fashions that he knows customers will like and buy.





Sam Isaacs is the buyer for Robin's Fine Feathers. He meets with clothing wholesalers to buy the clothes that are sold in Robin's store. In order to buy wisely, Sam must know what the current fashions are, what his customers like to buy, and the type of merchandise his store offers the consumer.



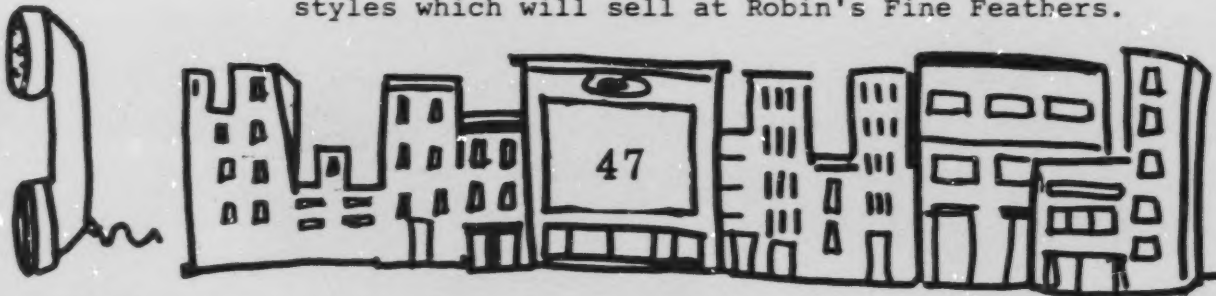
Sam works in an office in the store. He uses a telephone to set up appointments with clothing wholesalers and sales representatives. His shelves are packed with newspapers, fashion magazines, and brochures from clothing wholesalers. He uses these to keep informed on the current clothing fashions. These tools also help Sam know about changes and new ideas in the fashion world. Sam works in his office with a calculator and order blanks to purchase new items for the store. Occasionally, he has to return to the manufacturer orders that are not right for Robin's Fine Feathers.



Another part of Sam's job is to keep track of what customers are buying. So, he spends some time in the store talking with salespeople and customers. This helps him know what clothes to reorder.



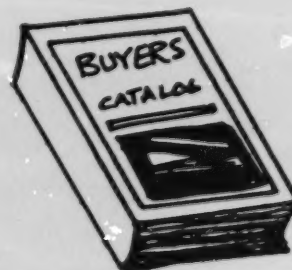
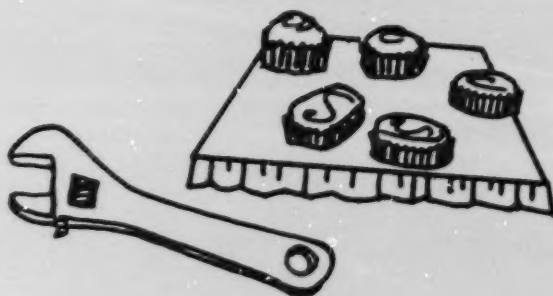
Occasionally, Sam travels to the city to attend fashion shows put on by the large fashion "houses." At fashion shows Sam sees the very latest in clothing styles. This helps him select styles which will sell at Robin's Fine Feathers.





Sam began his career straight from high school. He worked as a salesperson in a large clothing store chain in the city. After a few years as a successful salesperson, Sam joined a training program offered by the store. Through this program, Sam learned the skills he needed to be a buyer. After working with the buying department at the store for several years, Sam decided he'd had enough city living. His experience at the store helped him get the job as buyer for Robin's Fine Feathers.

Sam enjoys working with fashions, but other buyers may work for department store chains, hardware stores, specialty shops, or mail-order houses. In many small businesses, the owner of the shop or the manager does the buyer's job. In larger businesses, the owner hires a person like Sam to handle the buying for the store.



Synonyms

Synonyms are words that have the same meaning. For each word in the left-hand column there is a word that means the same in the right-hand column. Draw a line to connect each word in the left-hand column to its synonym in the right-hand column.

- | | |
|-------------|------------|
| 1. career | up-to-date |
| 2. buy | like |
| 3. current | buyer |
| 4. consumer | employs |
| 5. customer | types |
| 6. styles | profession |
| 7. store | employee |
| 8. enjoy | user |
| 9. hires | shop |
| 10. worker | purchase |

Choose five of the words from the left-hand column. On a separate sheet of paper write a sentence using each of the words. Now write another set of sentences using the synonyms for each of the words you chose. You may use the same sentence twice by inserting the synonym in place of the word you chose from the left-hand column.

Work Site Word Search

A buyer's job is to order products for a store to sell to the public. A store's buyer also keeps track of what products are in stock and which products are selling best.

Large stores hire a buyer or maybe several buyers to keep track of all of these important areas for the store. Smaller stores may not hire a buyer. The buyer's job may be done by the store owner or the store manager.

In any case, the buyer's job is very important and in every store there is someone who does the buyer's job.

There are 25 words hidden in the puzzle on the facing page. All of the words name different kinds of stores where buyers might work. See how many of the store names you can find before you check the list below. All of the words are written in the puzzle from left to right and from top to bottom.

antique

appliance

auto parts

book

boutique



candy

clothing

department

discount

flower



furniture

gift

grocery

hardware

jewelry

lawn and garden

office supply

pet

pharmacy

shoe



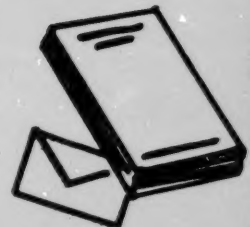
souvenir

sporting goods

stationery

supermarket

toy



D E P A R T M E N T C L O T H I N G
 S T A T I O N E R Y B A X O A N V L
 U S A U N D K A M C L W M Y R W B V
 P O F L O W E R W C A N D Y D B O O
 E U D I S C O U N T Y A Y K W Z U M
 R V R J X W F S B Z X N Y L A U T S
 M E U Y I T F I O Z C D X J R O I D
 A N G I F T I R O Q P G R J E W Q L
 R I S Z A O C H K K I A N T I Q U E
 K R T H B N E V P H A R M A C Y E N
 E B O M R G S S J W D D R S R P U Q
 T E R F I L U H K N J E W E L R Y T
 O E E G C S P O R T I N G G O O D S
 H E H Q G B P E G D V Q P U P E V O
 F D J A P P L I A N C E E B T U S T
 F P I A C D Y F U R N I T U R E A O
 A U T O P A R T S C G R O C E R Y F

Synonyms

Fill in the blank in each sentence. The word you use should be a synonym for the word typed below each blank.

1. Sam filled out an order blank to _____ a new line
(buy)
of ladies' blouses.
2. Sam joined a training program to learn the skills he needed for his
_____.
(career)
3. Sam is one of the _____ at Robin's Fine Feathers.
(workers)
4. Sam tries to order clothes that the _____ will
(users)
like.
5. Sam orders different clothing _____ that will appeal
(types)
to a variety of customers.
6. Sam _____ attending fashion shows.
(likes)
7. Sam learns about _____ fashions from wholesalers,
(up-to-date)
fashion magazines, and fashion shows.
8. Robin _____ Sam to be the buyer for Robin's Fine
(hired)
Feathers.
9. Sam works in an office in the _____.
(shop)
10. _____ come into Robin's Fine Feathers to
(Buyers)
_____ clothing.
(purchase)
11. Clothing customers like to buy _____ clothing styles.
(current)
12. Robin's Fine Feathers _____ several salespersons.
(employs)

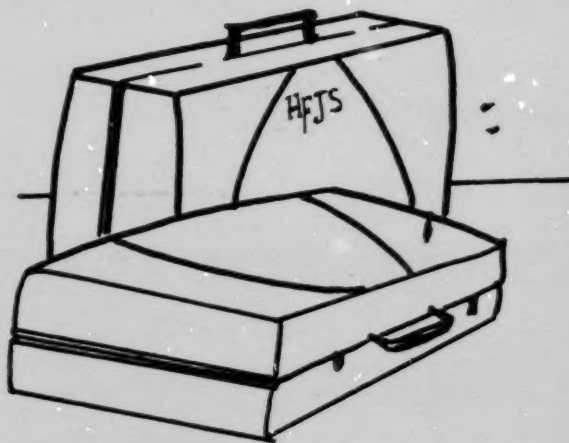
Sales Representative

Sales representatives visit stores to display and demonstrate manufacturers' products. They sell products to store owners and buyers. The owners and buyers then sell the same products to the public.



Sales Representative

Harold Shcrr is a sales representative for a large clothing manufacturer. He met with Robin and Sam at the store to introduce a new line of ladies' blouses. Sam helped Harold carry in the large suitcases containing the clothing samples. When Harold had all of the sample blouses arranged on the display racks, he pointed out the special features of each new style and fabric.



When Harold finished presenting the new blouses, he talked with Sam and Robin. They talked about the styles and fabrics that would sell best at Robin's Fine Feathers. Harold showed Sam the price list and talked about the special prices for certain blouses.

After Sam decided how many blouses he wished to order, Harold filled out an order blank. He used a calculator to total the amount of the sale. Harold gave one copy of the order to Sam and kept a copy to return to the manufacturer.

Before Harold left Robin's Fine Feathers, he checked the stock in the

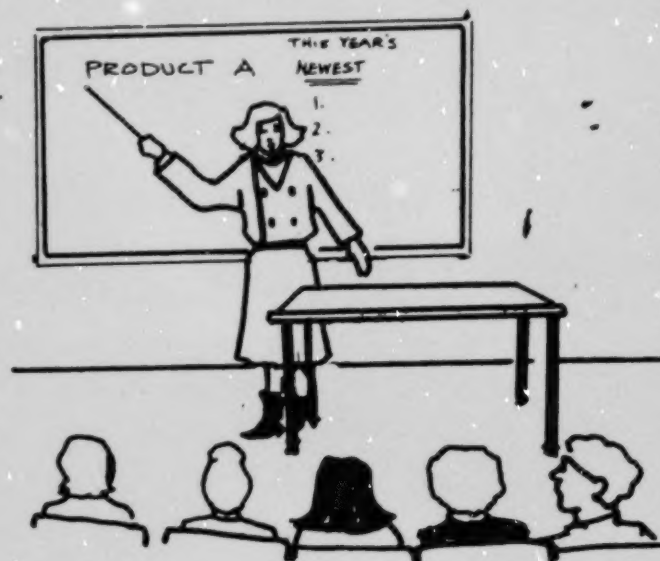


store to see how other products he displays were selling. He talked with the salespeople to see how his products were selling in comparison with other manufacturers' products. Harold left a brochure filled with product descriptions of all the lines of clothing his manufacturer makes.

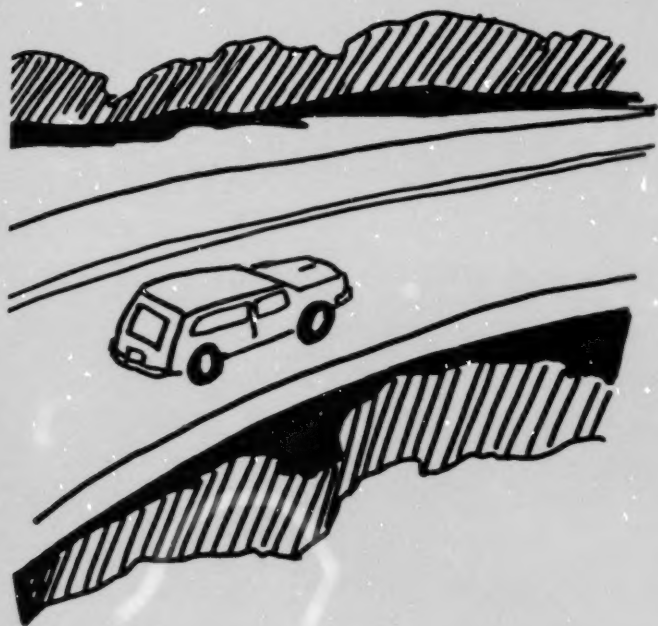
Harold's job as sales representative is somewhat different than the jobs held by salespeople. While salespeople sell directly to the consumers (people who will use the product), Harold sells to the stores where the consumers buy products. While salespeople usually sell one or two items to a consumer, Harold, as a sales representative, sells

dozens of items to his customers (the stores). Some salespeople travel from door to door in a community selling products to consumers. As a sales representative, Harold travels in five states to sell clothing to different stores.

Harold has other duties, also. He keeps track of the accounts for the different stores that buy his products. Sometimes he delivers products or samples and gives advice about the best way to display products so they will sell better. Sometimes Harold attends trade conferences where he learns about new products, new display aids, and new ways to sell products.



Harold began his career right out of high school. He worked as a salesperson in a large women's clothing store. His experience with clothing helped him get a job as sales representative for a clothing manufacturer. The company trained him to sell their products to stores. Harold went to night school to take courses in bookkeeping, public speaking, and public relations, so he could be a better representative.



Harold enjoys most parts of his job. He likes meeting and working with a variety of people. He likes working in a variety of places. Most of the time Harold is "on the road". Sometimes he works in an office he shares with other sales representatives. This office is in the administration wing of the factory. He often does paperwork in his home.

Harold does not enjoy all of the traveling. He hopes to become district manager so he can work in the office all of the time.

Scrambled Words

Unscramble the words below to spell words that are associated with sales representatives. Then write the circled letters in numerical order on the blanks at the bottom of the page. How quickly can you find the secret word?

1. cesaitus 1 _ _ 16 _ _ _ 19
2. yisplad cark _ _ _ _ _ 15 _ _
3. crepl still 8 _ _ _ _ 3 _ _ _
4. redro knalb _ _ _ 7 _ _ _ _ 13 _
5. tallocaruc _ _ _ _ _ 2 _ _ _
6. cruhbore _ _ _ _ _ 4
7. arc _ _ 9
8. spleams _ _ _ _ _ 5
9. sturpdoc _ _ _ _ _ 11
10. tosser _ _ _ _ 10 _
11. coatnuc _ _ _ _ _ 14
12. dedrielev _ _ _ 17 18 _ _ _
13. freenconce _ _ _ _ _ 6 _ _ _
14. trufcaneraum _ _ _ _ _ 12 _

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Sentence Meaning

Fill in the blanks in each sentence below. Use the words from the Scramble Puzzle on the facing page to fill in the blanks.

1. Harold uses his _____ to travel to different stores.
2. The blouses were hung on a _____ so they could be seen better.
3. Harold stopped at several _____ to show the new line of ladies' blouses.
4. Harold learned about new sales methods at the trade _____ last week.
5. Harold's company makes other _____ besides ladies' blouses.
6. The sample blouses were kept in a large _____.
7. The _____ had colorful pictures of the new line of dresses.
8. Sometimes Harold _____ samples and displays to the stores.
9. Harold works for a women's clothing _____.
10. Harold keeps track of orders for each store's _____.
11. The buyer looked for the cost of each item on the _____.
12. Harold removed the _____ from the suitcase and hung them on the display rack.
13. Harold wrote the items that the store wanted on an _____.
14. He used a _____ to total the cost of the order.
15. Harold worked as a _____ for a manufacturer of ladies clothing.

Making Inferences

Each selection below describes part of the job of a certain sales representative. Read each selection. Use the clues in each selection to help you decide the kind of products each sales representative is selling. Use the word bank at the bottom of the page to help you write the type of product each sales representative is selling on the line in each selection. Use a dictionary to look up words you don't know. Not all of the words in the word bank will be used.

1. Evelyn stopped at each store about once a month. Each time she showed buyers new perfumes or face creams. This month she introduced a new line of nail polish at a special price. Evelyn is a sales representative for a company that makes _____.
2. Jack checked the display of toys. These seemed to be selling well. He noticed that the store was buying shampoos from another manufacturer. Before Jack left the store, he showed the buyer the new price list for flea and tick products. Jack is a sales representative for a company that manufactures _____ products.
3. Helena worked with the salesperson to show him how to set up an appealing display. Coats and trousers were set up closest to the aisle. Neckties and belts were hung on a specially made rack. Helena works for a _____ manufacturer.
4. Jay used a special order form to write down the buyer's order. The store had ordered several spools of wire, 4 dozen light switches, 4 dozen outlet boxes, and 8 dozen fuses. Jay works for a company which manufactures _____.
5. Megan stopped at the factory to pick up a supply of samples. When she left the factory, she had a carful of samples of cake flour, icing sugar, and various kinds of fillings. Megan is a sales representative for a manufacturer of _____.

***** Word Bank *****

sporting goods

pet care

cosmetics

bakery needs

electrical supplies

men's clothing

Accountant

This accountant keeps track of all of the money going into and out of Robin's Fine Feathers. She knows how much money the store is taking in and uses this money to pay the store's bills.



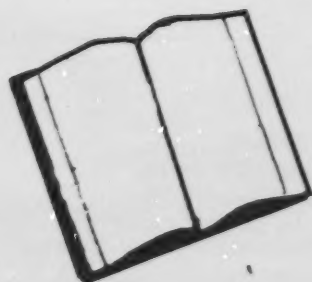
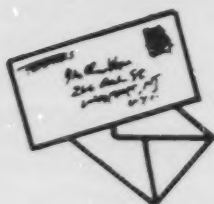
Accountant

Twice a week Robin visits her accountant, Jackie Stein. Jackie takes care of all the paperwork that deals with the flow of money into and out of the store. Robin's Fine Feathers is only one of Jackie's clients. She does accounting for several businesses in her community.

Jackie learned her accounting skills in the Women's Air Force. She had always liked mathematics. After leaving the Air Force, Jackie was in an automobile accident that left her confined to a wheelchair. She found that she could continue her career as an accountant by setting up an office in her home. She keeps in touch with her clients by telephone.

Jackie helps her clients set up efficient bookkeeping systems. She tells them what information she needs to know and the best way to organize the information. Jackie keeps track of money coming into the store by checking the cash register receipts. She also figures how much sales tax needs to be paid to the government and puts that much aside in a special account. Robin brings receipts from all of the bank deposits, so Jackie can keep track of how much money is in the account. Sometimes Jackie makes bank deposits by mail, but more often Robin does the banking.

Jackie also keeps track of all the money that goes out of the store. Robin keeps copies of all orders and brings them to Jackie. Jackie enters each amount into a ledger, or special book used for accounting. Jackie writes the



checks to pay rental on the store, electricity, heat, and employees wages.

Jackie uses a calculator and an adding machine to help her manage all of the numbers. She also has a computer to help her store financial information for her different clients. She uses many different forms including banking withdrawals and deposits, order forms and invoices, and state and federal tax forms.

Jackie enjoys her career as an accountant. She likes working with numbers and with people.



Accountant Word Puzzle

Use the sentence clues at the bottom of the page and the letter clues on the top of the page to fill in the blanks in the puzzle below.

								1. a	—	—	—	—	—	—	—	—
3.								c	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	c	—	—	—	—	—	—	—	—
		4.						o	—	—	—	—	—	—	—	—
							5.	u	—	—	—	—	—	—	—	—
6.	—	—	—	—	—	—		n	—	—	—	—	—	—	—	—
7.	—	—	—	—	—	—		t	—	—	—	—	—	—	—	—
							8.	a	—	—	—	—	—	—	—	—
								n	—	—	—	—	—	—	—	—
10.	—	—	—	—	—	—		t	—	—	—	—	—	—	—	—

1. $2+4+36=$ is an _____ problem.
2. A machine used to add and subtract is called a _____.
3. $32 \times 21 =$ is a _____ problem.
4. In the problem " $48 \div 12 =$ ", 12 is called the _____.
5. The answer to an addition problem is called a _____.
6. $48 \div 12 =$ is a _____ problem.
7. The answer to a division problem is called a _____.
8. $\frac{1}{2}$ is an example of a _____.
9. The top numeral in a fraction is called the _____.
10. $15 - 6 =$ is a _____ problem.

Number Words

Jackie writes the checks to pay the bills for Robin's Fine Feathers. On a check, the amount is written in numerals and in words. Match each numeral written in the left-hand column to the same numeral, written in words in the right-hand column. Draw a line between each matching pair.

- | | |
|---------------|---|
| 1. \$469.96 | two hundred forty-six dollars and fifty-eight cents. |
| 2. \$4.29 | four hundred sixty-eight dollars and ninety-six cents. |
| 3. \$48.39 | four thousand six hundred eighty-nine dollars and twenty-eight cents. |
| 4. \$24.56 | four hundred sixty-nine dollars and ninety-six cents. |
| 5. \$468.96 | three hundred forty-seven dollars and ninety-two cents. |
| 6. \$245.68 | two thousand four hundred fifty-six dollars and eighty-nine cents. |
| 7. \$4,689.28 | four dollars and twenty-nine cents. |
| 8. \$2,456.89 | twenty-four dollars and fifty-six cents. |
| 9. \$246.58 | forty-eight dollars and thirty-nine cents. |
| 10. \$347.92 | two hundred forty-five dollars and sixty-eight cents. |

Write the words for each of the numbers below.

1. \$1.69 _____
2. \$13.74 _____
3. \$75.49 _____
4. \$123.68 _____
5. \$2,357.05 _____

Commercial Artist

This commercial artist uses a light table, ruler, and compass to draw and letter advertisements. Her artwork helps sell clothing for Robin's Fine Feathers.



Back at the store, Robin met with Fay Lattimore, the commercial artist. Robin had hired Fay to plan the advertising for Robin's Fine Feathers' pre-holiday sale. Fay had brought several different advertisements for Robin to see. Robin and Fay discussed each advertisement and Robin quickly chose two that she liked. After compromising on the colors that would be used, Fay and Robin chose the final advertisement that would represent Robin's Fine Feathers.

Fay is a free lance artist. This means that she is not employed by any company. She works for herself, taking whatever commercial art jobs she chooses. Fay works in a studio that is well lighted. Her studio contains all of the tools and equipment she needs to design advertising copy. Fay works at a lighted drafting table that slants. She uses pens, brushes, pencils, and felt-tipped markers to draw. She may use ink, paints, or crayons to add color to her designs. In addition, Fay uses scissors, erasers, glue, compasses, and rulers.

All commercial artists develop a portfolio, or group of samples of their best work. Fay began her portfolio in high school. Her collection of work from her high school art classes helped her when



she applied to a college with a good commercial art program. As she completed her college art courses, Fay updated her portfolio by adding new samples of her best work. This updated portfolio helped Fay get a job with a large advertising firm. She received specific training in advertising and much experience on this job. Now that Fay is on her own, she shows her portfolio to new clients who may wish to hire her. She still updates her portfolio often.

Fay enjoys her work as a free lance commercial artist. She does a variety of work. Sometimes she designs "ads" for newspapers, magazines or television. She has even designed some greeting cards, wrapping paper and billboards. Working to meet deadlines is often hectic, but Fay feels that she handles the pressure well. It is a real challenge to work fast and complete artwork that makes her feel proud of her job.



Outlining

Fill in the blanks in the outline below using the words and phrases from the word bank on the right-hand side of the page.

I. Commercial Artist

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

C. Training

1. _____
2. _____
3. _____

Word Bank

Commercial art program
in college

pens and ink

paint and brushes

designs advertisements

experience with an adver-
tising company

discusses work with clients

rulers and scissors

high school art classes

updates portfolio

lighted drafting table

Choose one of the subtopics outlined above and write a short paragraph telling about the commercial artist and that subtopic.

Scrambled Words

Each of the scrambled words below is associated with the career of commercial artist. When all of the words are unscrambled, write the circled letters in numerical order on the lines at the bottom of the page. How quickly can you find the secret message?

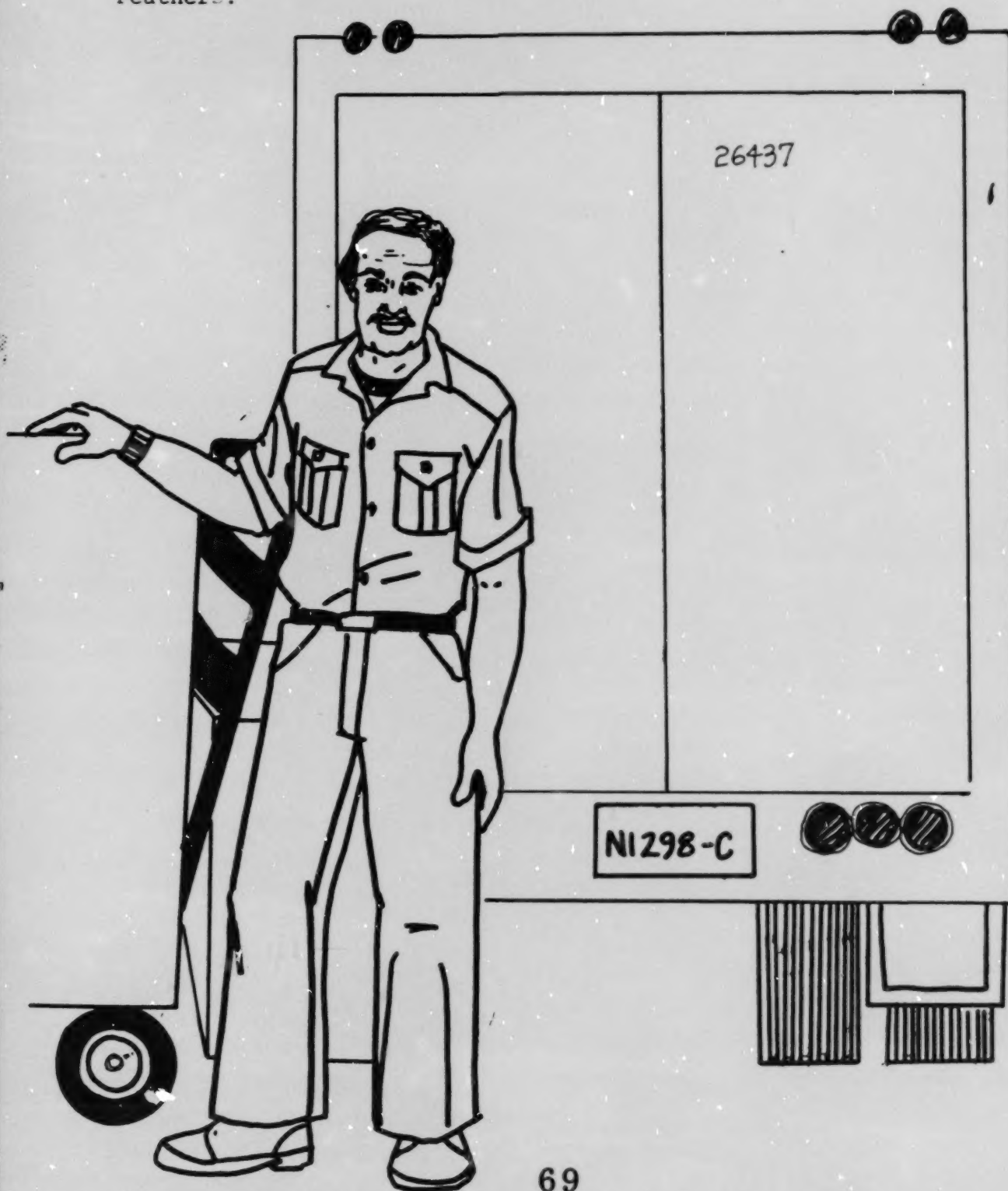
1. treadgnivis 11 5 _____
2. reef clane 6 1,7 _____
3. toisud 15 2 _____
4. gradnift blate _____
_____ 10 _____
5. enp _____
6. shrub 12 _____
7. anipt _____ 13
8. toilproof _____ 16 _____ 8 _____
9. spleam _____ 3,4 _____
10. adeliden _____ 9 _____ 14 _____

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16

Trucker

This trucker delivers women's clothing from the factory to stores around the country. Today he is delivering goods to Robin's Fine Feathers.



Trucker

In the middle of the afternoon, Sam announced that a new delivery of products had arrived. The truck was just backing into the loading dock. When the truck was parked, the driver opened the back doors and unloaded the goods. He used a hand cart to wheel the large boxes of clothing into the storeroom. As he moved the boxes into the storeroom, he checked off each item on his freight bill. When every item was accounted for, he asked Sam to sign the freight bill. The bill would be returned to the manufacturer to prove that the shipment had been received by Robin's Fine Feathers.

Dick Henson, the trucker, works for a large clothing manufacturer. He delivers loads of clothing in a three-state area. Each of his trips begins with loading the truck at the manufacturing plant. Sometimes Dick loads the truck himself and sometimes employees in the shipping department load for him. Dick always makes sure the load is balanced and secure before he closes the truck. Just before he leaves the plant loading dock, Dick looks over the freight bills to see which items are to be delivered at each of his stops.

Most of Dick's time is spent driving. Because most stores are located in downtown areas, Dick must drive the truck through heavy traffic areas. He uses his C.B. radio to contact other truck drivers who may be able to warn him about traffic hazards. Dick uses road maps to help him find his way to new locations.

Besides driving, Dick has other tasks. He keeps a daily activity log which tells the time he started and the times of all of his stops. He must keep track of the freight bills and make sure that each is signed properly. Sometimes he has to do emergency repairs on his truck if it breaks down on a trip. He carries a tool kit with him at all times.

In order to drive large trucks, Dick needed to have a chauffeur's license. He went to a training school to learn the skills he needed to pass the test for his chauffeur's license. At the school, Dick learned how to drive large trucks, tricks for loading securely, and about laws which concern trucks. When he got the job driving for the clothing manufacturer, the company trained him to do the paperwork they required.

Dick is using this job to gain experience. He would like to start a trucking company of his own in a few years. The skills and knowledge he learns on this job will help him start his own business.



Outlining

Use the words and phrases in the word bank on the right-hand side of the page to fill in the blanks in the outline below.

I. Trucker

Word Bank

A. Tasks

1. _____
2. _____
3. _____
4. _____
5. _____

truck drivers' training school

drives the truck

hand cart

chauffeur's license

keeps track of freight bills

loads and unloads the truck

truck

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____
5. _____

tool kit

makes emergency repairs

road maps

freight bill

keeps daily acitivity log

C. Training and Requirements

1. _____
2. _____

Trucker Word Puzzle

Use the letter clues at the top of the page and the sentence clues at the bottom of the page to complete the puzzle.

1. t _ _ _ _ _

2. _ r _ _ _ _

3. _ _ _ u _ _ _ _ ' _

(2 words) 4. _ _ _ _ c _ _ _

5. _ _ _ _ k

(2 words) 6. _ _ e _ _ _ _ _ _ _

(2 words) 7. r _ _ _ _ _

1. A collection of things used to repair a truck is called a _____.
2. The person who operates a vehicle is called a _____.
3. The kind of license a driver needs to operate a large truck is called a _____.
4. A tool used to move boxes to and from a truck is called a _____.
5. A large vehicle used to deliver goods is called a _____.
6. A listing of the goods to be delivered is called a _____.
7. A paper showing routes in a certain area is called a _____.

Outlining

Fill in the blanks in the outline below. You may look back at the stories to help you remember.

Marketing and Distribution Review

I. Buyer - Sam Isaacs

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

C. Training

1. _____
2. _____

D. Work Places

1. _____

II. Sales Representative - Harold Shorr

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____

2. _____

3. _____

C. Training

1. _____

2. _____

D. Work Places

1. _____

2. _____

3. _____

III. Accountant - Jackie Stein

A. Tasks

1. _____

2. _____

B. Tools and Equipment

1. _____

2. _____

3. _____

C. Training

1. _____

2. _____

D. Work Places

1. _____

2. _____

V. Commercial Artist

A. Tasks

1. _____
2. _____
3. _____

B. Tools and Equipment

1. _____
2. _____
3. _____
4. _____

C. Training

1. _____
2. _____
3. _____

D. Work Places

1. _____
2. _____

On a separate sheet of paper make an outline similar to those above about the career of trucker.

B 6

Pre Post
Treatment
Control

Date _____

Please Print

Name _____
Last name First name Middle initial

School _____ Town _____

Age _____ Sex: Male _____ Female _____

Reading level _____ Instrument _____

Part 1 - Matching

DIRECTIONS: In the columns below, there are terms and definitions about work. Match each worker in Column A with an item listed in Column B. On the line in front of each worker, write the letter of the answer you choose. There are more answers than questions, but there is only one best answer for each question.

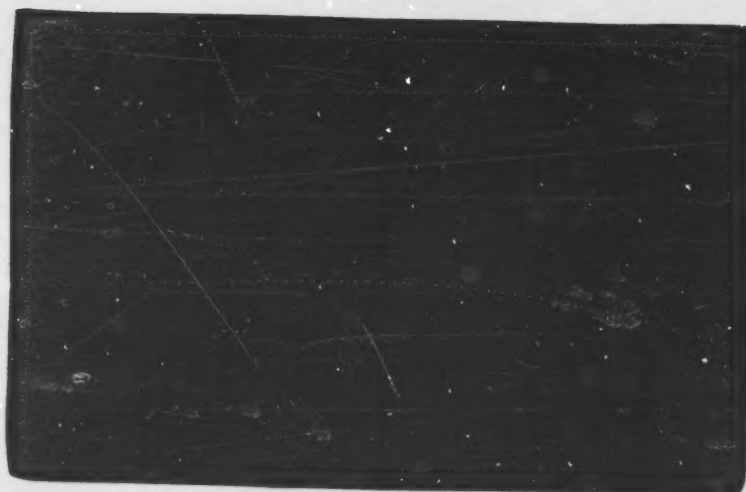
SAMPLE: Match the workers in Column A with the tools in column B.

Column A

- | | |
|----------|------------|
| <u>C</u> | 1. Dancer |
| <u>B</u> | 2. Janitor |
| <u>D</u> | 3. Tailor |

Column B

- | | |
|----|----------------|
| A. | Blackboard |
| B. | Broom |
| C. | Costume |
| D. | Sewing Machine |



Match the workers in Column A with the most useful kinds of school subjects in Column B.

Column A

- _____ 1. Accountant
- _____ 2. Textile Designer
- _____ 3. Union Representative

Column B

- A. Art
- B. Math
- C. Physics
- D. Speech & social studies

Match the workers in Column A with the types of work they do in Column B.

- _____ 4. Assembly Worker
- _____ 5. Sales Representative
- _____ 6. Union Representative

- A. Creates new compounds like synthetic fuels or food
- B. Investigates complaints about working conditions
- C. Packs or puts together one type of item over & over in a full working day.
- D. Sells products made by large companies to retail stores

Match the workers in Column A with the work places in Column B.

Column A

- _____ 7. Chemist
- _____ 8. Truck Driver
- _____ 9. Welder

Column B

- A. Factories that manufacture metal products
- B. Laboratories
- C. Loading stations at manufacturing plants
- D. Studios in advertising agencies

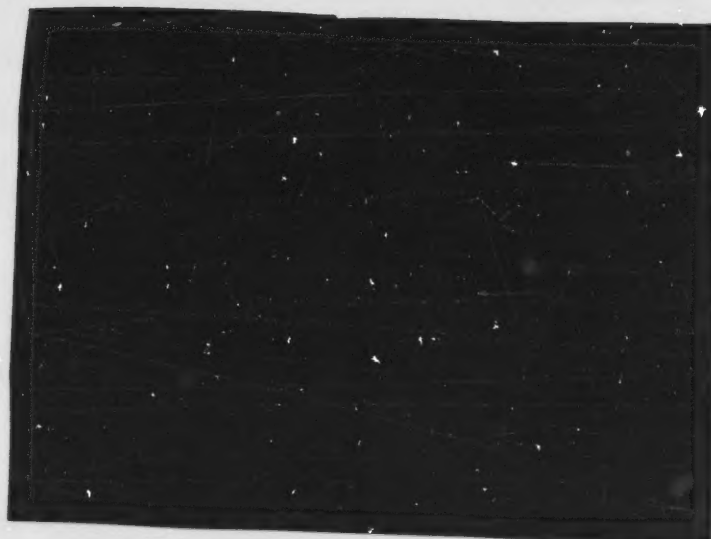
Match the workers in Column A with the skills needed in Column B.

Column A

- _____ 10. Buyer
- _____ 11. Commercial Artist
- _____ 12. Machinist

Column B

- A. Designing Advertising displays that will persuade people to buy products
- B. Performing these operations: setting up, cutting, dowel fitting, drilling, & boring
- C. Purchasing merchandise which will appeal to store customers
- D. Transporting goods from warehouses, factories, & farms to distributors



Part II - Multiple Choice

DIRECTIONS: Each question below has 4 answer choices. Choose the item that best answers the question. On the line in front of each question, write the letter of the answer you choose.

SAMPLE:

B 1. The name of the worker who uses an easel on the job is:

- A. Actor
- B. Artist
- C. Housekeeper
- D. Musician

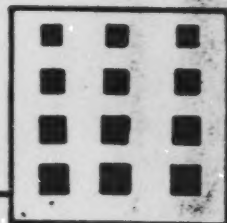


- _____13. Which worker is most likely to use a light table & compass on the job?
- A. Accountant
 - B. Assembly Worker
 - C. Buyer
 - D. Commerical Artist
- _____14. Which job is part of the marketing & distribution work cluster?
- A. Chemist
 - B. Machinist
 - C. Sales Representative
 - D. Welder
- _____15. An association of workers which helps protect rights of its members is a
- A. Boycott
 - B. Competition
 - C. Labor Union
 - D. Profit
- _____16. Which job is most likely to require formal apprenticeship training?
- A. Assembly Worker
 - B. Buyer
 - C. Truck Driver
 - D. Welder
- _____17. Which job requires the most formal education or training?
- A. Chemist
 - B. Sales Representative
 - C. Textile Designer
 - D. Truck Driver

- _____18. Which job requires the least formal education or training?
- A. Accountant
 - B. Assembly Worker
 - C. Machinist
 - D. Textile Designer
- _____19. Kelly wants to learn how to build with wood so that she can make a doll house to give her younger sister on her birthday in 2 months. Her older brother will lend her the tools she needs, but he won't be able to teach her how to use the tools because he works evenings & weekends. What is the least helpful thing for Kelly to do?
- A. Build the doll house without any help
 - B. Figure out how much time it'll take her to learn from a book about how to build a doll house
 - C. Find someone else who can help her
 - D. Know her values
- _____20. Mark's goal is to improve his math skills. What should he do first?
- A. Ask for help from his teacher & his friend, who knows how to do math well
 - B. Check his progress every week
 - C. Do five extra math problems every day
 - D. Do two extra math problems every day

Student Activities

Clearer Values--Take Aim



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TO THE EDUCATIONAL RESOURCES
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Directions

Read the definition of values
inside and follow the
directions on the back of
the A-frame "shooting gallery"
to use this activity.

Materials

Included:

Definition

Pictures

A-frame "shooting gallery"

15 Cards

Needed:

2 Marbles

[1983]

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Full Text

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DECISIONS BASED ON VALUES

People's values are the things that are most important to them. Sometimes what is important to one person may not matter to another person.

How can you be sure that your values are really your own? Think about one of your values, and then ask yourselves the questions below.

Are you proud of your values?

That's PRIZING

Whose idea is it?

That's CHOOSING

Do your values reflect your ideas, or someone else's?

Is this value really right for you?

Will you stand up for your values even when it makes you unpopular?

That's ACTING

Do you let others know about your values?

Do you use your values in everyday life?

The decisions you can make are decisions based on your values.

DIRECTIONS

There are 5 suits: Accountant, Buyer, Commercial Artist, Sales Representative, and Trucker.
Each suit has 3 cards: 1 Choose, 2 Prize, and 3 Act.

OBJECT: Have the most suits after all the cards have been picked.

SETUP:

1. Turn the "A-frame shooting gallery" up.

2. In the "shooting gallery," separate the cards into 3 decks according to card numbers.

3. Place marbles in the slots.

PLAY:

1. Player one shoots a marble through triangle in the "shooting gallery" and picks the top card from the deck of the same number.

2. If the card is a "Prize" card, player one keeps the card and shoots again. If the card is a "Choose" card, player one exchanges the card with another card (and does not shoot again), OR return the card to the deck and pick the top card from any of the 3 decks (and not shoot again).

3. If player one is your opponent, you may give up your shot to player one and go on with player two.

HAVE FUN!

Fold in half to make "shooting gallery."

BUYER

I chose my job as a
buyer because I like
making important
decisions.

ACCOUNTANT

I chose to work as
an accountant because
I know that I have
my own skills to

I chose my job as a
buyer because I like
making important
decisions.

TRUCKER

I chose my job as a

CHOOSE

CHOOSE

B6-DMGA-1

B6-DMGA-1

1

CHOOSE

1

CHOOSE

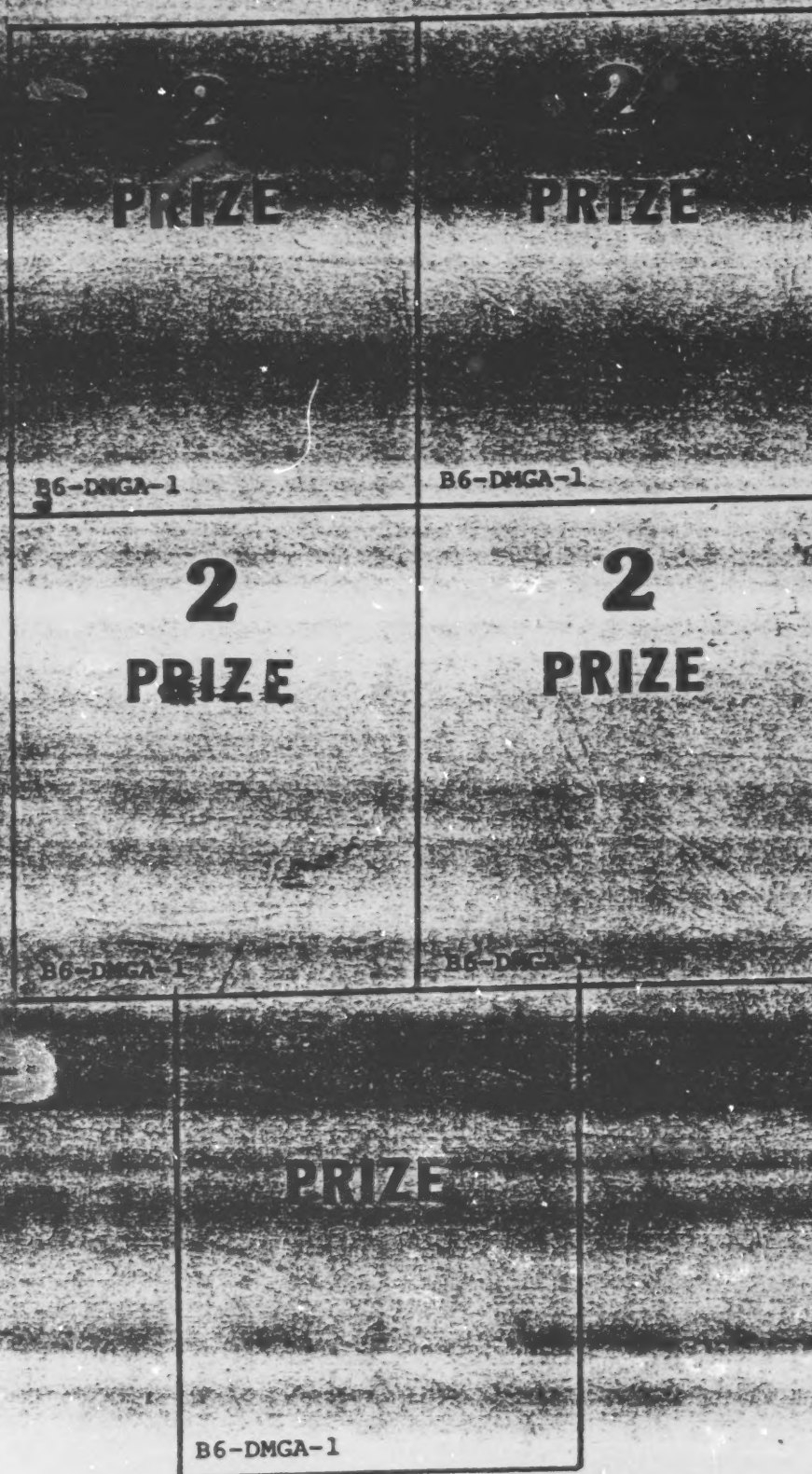
B6-DMGA-1

B6-DMGA-1

CHOOSE

B6-DMGA-1

Cut out 5 cards along vertical and horizontal lines.



Cut out 5 cards along vertical and horizontal lines.

BUYER

Being a buyer makes
me feel proud because I'm
responsible for
picking out the
best quality

ACCOUNTANT

I'm proud to be an
accountant because I
help others to budget

I feel proud when
I sell customers the
products they need

because it allows me
to make

TROCKER

I am proud of getting
the things people

BUYER

To be a good buyer,
I must keep up with
trends and know what
customers want.

ACCOUNTANT

As an accountant I
always stay alert
and pay attention to
details. Sloppiness
could cost me my job.

SALES REPRESENTATIVE

I prove to myself and
others that I'm good
at my job by always
knowing about the
products I sell and
by being polite to
customers.

COMMERCIAL ARTIST

To be a good commer-
cial artist, I make
sure that everything
I draw is of good
quality.

TRUCKER

Since so many people
are dependent on me,
I must be sure by
always getting my
deliveries to their
destinations on time.

Cut out 5 cards along vertical and horizontal lines.

3
ACT

3
ACT

3
ACT

3
ACT

B6-DMGA-1

B6-DMGA-1

3
ACT

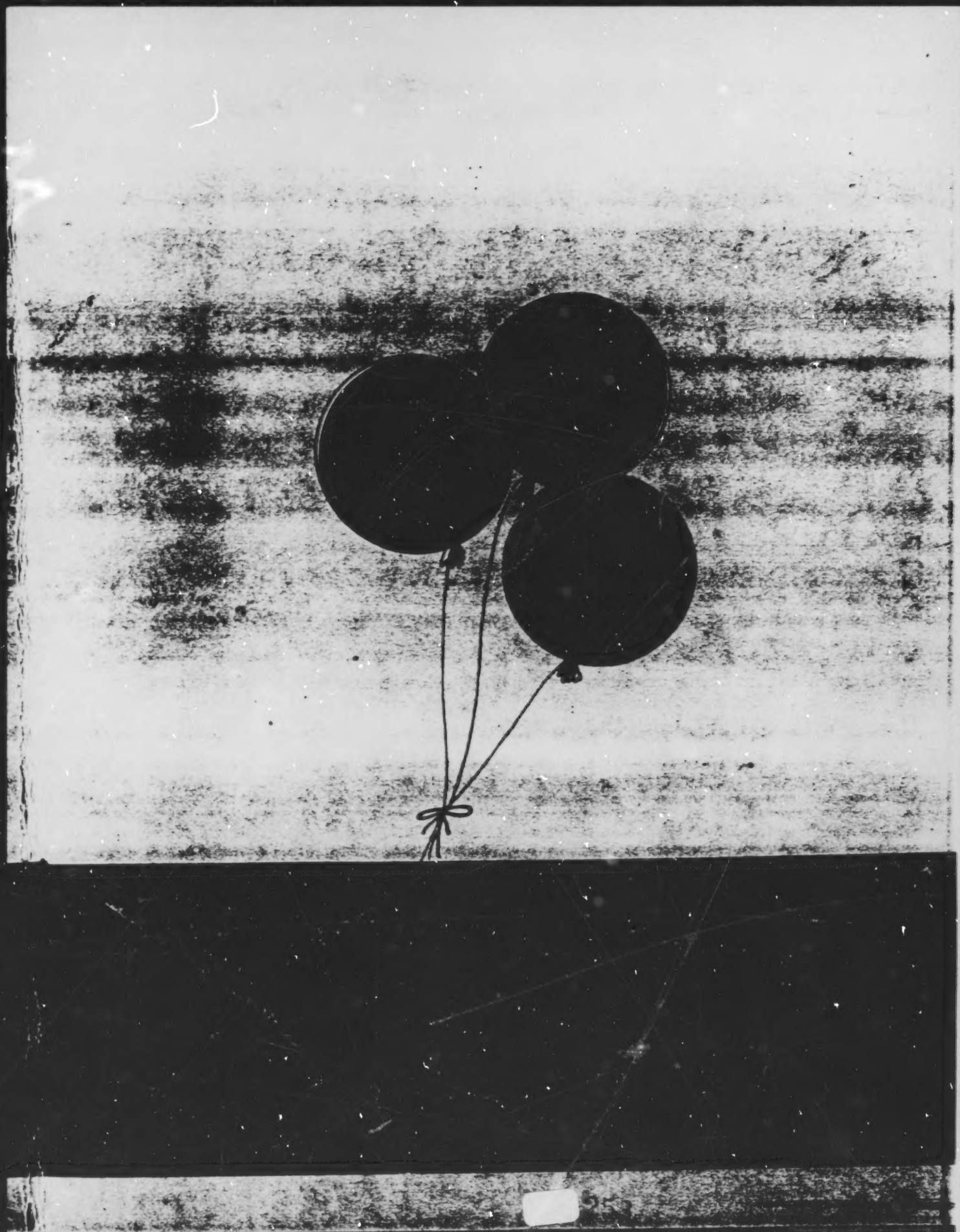
Cut out 5 cards along vertical and horizontal

251

X cut out
this triangle
on diagonal

X cut out
this triangle
on diagonal lines

X cut out
this triangle
on diagonal



Level B6

MARKETING & DISTRIBUTION

BUYER



ACCOUNTANT



SALES REPRESENTATIVE



additional copies



COMMERCIAL ARTIST

254



TRUCKER



255

Goal Steps Bingo



Directions:

Use bingo activity.

Materials:

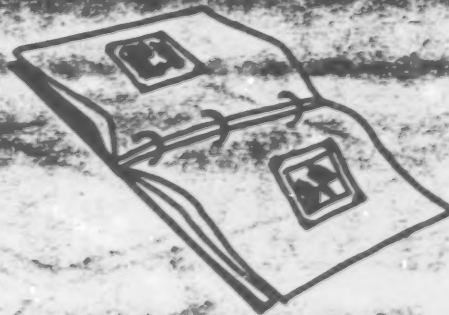
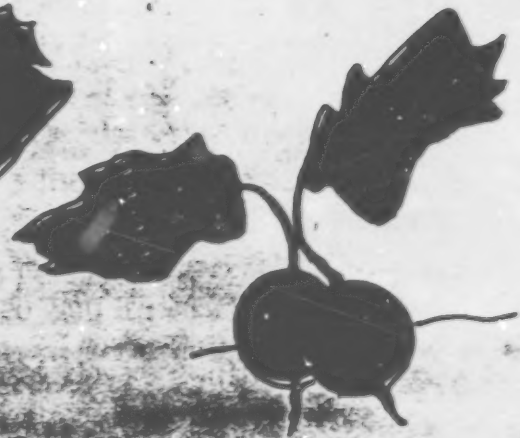
Included:

6 Bingo cards
138 Calling cards
60 Markers

Needed:

None

GOAL STEPS BINGO



Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

Have a Yard Sale

B6-DMGA-2

FIND OUT Tell friends what you are doing. See if they want to take part in the sale.	FIND OUT Ask family member or friend to help move items outside and collect money.	CHECK PROGRESS Count money every hour.
CHECK PROGRESS Make sure you have plenty of bags	CHECK PROGRESS Look over merchandise to see what kinds of things sell quickly.	CHECK PROGRESS Ask someone to check on the signs you put up.
ACT Take money and give change.	ACT Bargain with people.	ACT Move all items to be sold outside.
ACT Sit on a comfortable chair.	CHECK PROGRESS See if price stickers are falling off and replace them.	PLAN Choose paint or varnish to finish wood.



Cut out 12 cards on vertical and horizontal lines.

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
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Scrapbook

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Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

Make a Photo
Scrapbook

B6-DMGA-2

MODIFY GOALS Make a scrapbook showing only <u>some</u> of the places you have lived.	ACT Paste materials into book.	ACT Place materials in the right order.
ACT Collect photos.	ACT Draw pictures to fill in where there are no photos.	ACT Next to pictures, write about what happened at each place.
CHECK PROGRESS Check pictures with a family member to make sure they are labeled right.	CHECK PROGRESS Make sure you keep to your time schedule.	CHECK PROGRESS As soon as you finish showing one place in the book, check it off your list.
CHECK PROGRESS Check with your teacher for shortcut methods.	CHECK PROGRESS Number each page you complete.	PLAN Clear a work space and organize tools.

✂ Cut out 12 cards along vertical and horizontal lines.

Build a Bookcase

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Build a Bookcase

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Build a Bookcase

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Build a Bookcase

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Build a Bookcase

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

ACT Measure and cut wood using tape measure and saw.	ACT Return tools to Uncle Joe and clean up work space.	ACT Apply varnish or paint.
ACT Sand wood surfaces.	ACT Join bookcase sections using hammer and nails.	MODIFY GOALS Make only 1 book shelf.
MODIFY GOALS Teach younger sister how to use tools.	MODIFY GOALS Become a carpenter's assistant.	CHECK PROGRESS Check the measurements of each part with diagram before joining them.
CHECK PROGRESS Are you working on it enough to have it finished in 4 weeks?	CHECK PROGRESS Check to see if finished bookcase will fit in proper space.	CHECK PROGRESS Check to see if your biggest books fit in the bookcase.

 Cut out cards along dotted lines.

B6-DMGA-2

Find Out	Plan	Act	Check Progress	Modify Goals
How much time? 17 days until Christmas.	Decide who will get the potholders.	Arrange loops on loom in correct color sequence.	Find weaving mistakes before removing finished potholder.	Take an extra week to make potholders and give them out at New Year's.
Experiment with different potholders in the kitchen to see which fabric you like best.	Choose colors for potholders based on relatives' favorite colors.	Weave loops.	Ask family cook to try out the first one you make.	Make only 8 potholders.
Ask how much the loops for 15 potholders will cost.	Buy materials.	Name your own	Check to see if you're keeping to time schedule.	Sew potholders together to make a small rug for one person.
Go to hobby store to find out how many loops you'll need for 15 potholders.	Set aside time each day to work on potholders.	Make finished edges.	Check loops after you've made 5 potholders to be sure you'll have enough to finish.	Make extra potholders to give to a friend.
Ask cousin Wilene to show you how to use loom.	Assemble loom.	Wrap finished potholders to give as presents.	Name your own	Sell potholders to a local craft store.

B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2
			B6-DGMA-2	B6-DGMA-2
B6-DGMA-2	B6-DGMA-2			
B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2
B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2	B6-DGMA-2

PLAN Put prices on each item.	PLAN Write an ad for local papers: "Rain or Shine."	PLAN Pick a protected place where you can hold a sale if it rains.
PLAN Put up signs all over the neighborhood.	PLAN Gather tables, stands, bags, chairs, and money box.	MODIFY GOALS Hold a big yard sale for all the people in your neighborhood.
MODIFY GOALS Organize an auction for the whole neighborhood.	MODIFY GOALS Advertise a few things you'd like to sell in a local paper; leave telephone number.	MODIFY GOALS Wait for a church rummage sale.
MODIFY GOALS Rent a place where your sale can be held every week.	FIND OUT Look through all your things and decide what can be sold.	FIND OUT Obstacle: It may rain.

 Cut out 12 cards on vertical and horizontal lines.

PLAN Who will get the potholders?	PLAN Choose colors for potholders based on relatives' favorite colors.	PLAN Buy materials.
PLAN Set aside time each day to work on potholders.	PLAN Assemble loom.	ACT Arrange loops on loom in correct sequence.
ACT Weave loops.	ACT Make finished edges.	ACT Wrap finished potholders to give as presents.
MODIFY GOALS Sell potholders to a local craft store.	MODIFY GOALS Make extra potholders to give to a friend.	MODIFY GOALS Take an extra week to make potholders and give them out at New Year's.



Make 15
Potholders

B6-DMGA-2

Make 15
Potholders

B6-DMGA-2

Make 15
Potholders

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Make 15
Potholders

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Make 15
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Make 15
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Make 15
Potholders

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Make 15
Potholders

B6-DMGA-2

Make 15
Potholders

B6-DMGA-2

Scissors icon Cut out cards along dotted lines.

B6-DMGA-2

Find Out	Plan	Act	Check Progress	Modify Goals
Read diagram plans to find out what materials you'll need.	Measure books to find best size for shelves.	Measure and cut wood using tape measure and saw.	Check the measurements of each part with diagram before joining them.	Become a carpenter's assistant.
Go to lumber yard to find out what wood will cost.	Clear a work space and organize tools.	Join bookcase sections using hammer and nails.	Are you working on it enough to have it finished in 4 weeks?	Teach younger sister how to use tools.
Obstacle: Doesn't have tools.	Practice using tools on scrap wood.	Sand wood surfaces.	Check to see if your biggest books fit in the bookcase.	Name your own
Ask Uncle Joe to lend you tools.	Choose paint or varnish to finish wood.	Apply varnish or paint.	Name your own	Make a bookcase plus a shelf for plants in 4 weeks.
How much time? 4 weeks.	Buy wood and paint or varnish.	Return tools to Uncle Joe and clean up work space.	Check to see if finished bookcase will fit in proper space.	Make only 1 book shelf.

✂ Cut out cards along dotted lines.

B6-DMGA-2

Find Out	Plan	Act	Check Progress	Modify Goals
Look at other scrapbooks to see how they are organized.	Decide on size and number of pages.	Collect photos.	Make sure you keep to your time schedule.	Make a scrap-book showing only <u>some</u> of the places you have lived.
Ask teacher for help.	Name your own	Draw pictures to fill in where there are no photos.	Number each page you complete.	Take 5 weeks to complete the scrapbook.
How much time? 3 weeks	List all the places you have ever lived.	Next to pictures, write about what happened at each place.	Check pictures with a family member to make sure they are labeled right.	Make a book of stories about all the places you have lived in.
Look for photos of all the places you have lived.	Gather the materials you'll use.	Place materials in the right order.	As soon as you finish showing one place in the book, check it off your list.	Name your own
Obstacle: You don't have photos of all the places you have lived.	Set aside time each day to work on it.	Paste materials into book.	Check with your teacher for shortcut methods.	Make a book with only drawings of all the places you have lived.

FIND OUT Look at other scrapbooks to see how they are organized.	FIND OUT Ask teacher for help.	FIND OUT How much time? 3 weeks.
FIND OUT Look for photos of all the places you have lived.	FIND OUT Obstacle: You don't have photos of all the places you have lived.	PLAN Decide on size and number of pages.
PLAN List all of the places you have ever lived.	PLAN Gather the materials you'll use.	PLAN Set aside time each day to work on it.
MODIFY GOALS Make a book with only drawings of all the places you have lived.	MODIFY GOALS Make a book of stories about all the places you have lived in.	MODIFY GOALS Take 5 weeks to complete the scrapbook.

 Cut out 12 cards on vertical and horizontal lines.

 Cut out cards along dotted lines.

B6-DMGA-2

Find Out	Plan	Act	Check Progress	Modify Goals
Name your own	Put prices on each item.	Move all items to be sold outside.	Count money every hour.	Organize an auction for the whole neighborhood.
Look through all your things and decide what can be sold.	Write an ad for local papers: "Rain or Shine."	Name your own	Make sure you have plenty of bags.	Rent a place where your sales can be held every week.
Tell friends what you are doing. See if they want to take part in the sale.	Pick a protected place where you can hold a sale if it rains.	Sit on a comfortable chair.	See if price stickers are falling off and replace them.	Wait for a church rummage sale.
Obstacle: It may rain.	Put up signs all over the neighborhood.	Bargain with people.	Ask someone to check on the signs you put up.	Advertise a few things you'd like to sell in a local paper; leave telephone number.
Ask family member or friend to help move items outside and collect money.	Gather tables, stands, bags, chairs, and money box.	Take money and give change.	Look over merchandise to see what kinds of things sell quickly.	Hold a big yard sale for all the people in your neighborhood.

CHECK PROGRESS Check to see if seeds are germinating and plants are growing.	CHECK PROGRESS Are you keeping the weeds pulled?	CHECK PROGRESS Log growing times of vegetables.
PLAN Set aside time every day to pull weeds, get rid of pests.	PLAN Measure garden space and use graph paper to make diagrams.	PLAN Draw plant symbols on planting diagram of garden.
PLAN Write down planting dates for each kind of vegetable.	FIND OUT Measure the space available for garden.	FIND OUT Ask a store clerk how many plants will fit into your garden.
FIND OUT How much time? 3-month growing season.	FIND OUT Find out what items will cost (seeds or plants, fertilizer, tools, stakes, etc.).	FIND OUT Go to lumber yard to find out what wood will cost.

Grow a Large
Garden

B6-DMGA-2

Grow a Large
Garden

B6-DMGA-2

Grow a Large
Garden

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Grow a Large
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Grow a Large
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Grow a Large
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Grow a Large
Garden

B6-DMGA-2

MODIFY GOALS Make only 8 potholders.	MODIFY GOALS Set potholders together to make a small rug for one person.	CHECK PROGRESS Find weaving mistakes before removing finished potholder.
CHECK PROGRESS Ask family cook to try out the first one you make.	CHECK PROGRESS Check to see if you're keeping to time schedule.	CHECK PROGRESS Count loops after you've made 5 potholders to make sure you'll have enough to finish.
FIND OUT Ask cousin Wilene to show you how to use loom.	FIND OUT Ask how much the loops for 15 potholders will cost.	FIND OUT How much time? 17 days until Christmas.
FIND OUT Experiment with different potholders in the kitchen to see which fabric you like best.	FIND OUT Go to hobby store to find out how many loops you'll need for 15 potholders.	MODIFY GOALS Make a bookcase plus a shelf for plants in 4 weeks.

X Cut out 12 cards on vertical and horizontal lines.

PLAN Set up time on an afternoon when someone experienced can help.	PLAN Copy the specifications for the engine you're working on from a motor manual.	FIND OUT Obstacle: Lack of experience.
FIND OUT Read about which steps are taken to do a car tune-up.	FIND OUT How much time? 4 hours.	FIND OUT Read about how to use tools.
MODIFY GOALS Take an auto-shop course.	MODIFY GOALS Watch someone else do the tune-up.	MODIFY GOALS Become a mechanic's assistant.
MODIFY GOALS Just change spark plugs.	MODIFY GOALS Do a tune-up on a different car each Saturday.	ACT Change spark plugs.

 Cut out 12 cards on vertical and horizontal lines.

Tune Up a Car

B6-DMGA-2

Tune Up a Car

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Tune Up a Car

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Tune Up a Car

B6-DMGA-2

PLAN Buy wood and paint or varnish.	FIND OUT Obstacle: Doesn't have tools.	PLAN Practice using tools on scrap wood.
FIND OUT How much time? 4 weeks.	FIND OUT Read diagram plans to find out what materials you'll need.	FIND OUT Ask Uncle Joe to lend you tools.



Cut out 6 cards on vertical and horizontal lines.

Build a Bookcase

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Build a Bookcase

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Build a Bookcase

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Build a Bookcase

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Build a Bookcase

B6-DMGA-2

MODIFY GOALS Can vegetables.	MODIFY GOALS Open a roadside vegetable stand.	MODIFY GOALS Plant a smaller garden.
MODIFY GOALS Sell vegetables to a local store.	MODIFY GOALS Plant more of vegetables that are doing well.	ACT Make a scarecrow, plant marigolds and herbs to keep pests away.
ACT Till and fertilize garden area.	ACT Pick vegetables when they're ready.	ACT Plant seeds or set plants.
ACT Pull weeds, cultivate around plants.	FIND OUT Obstacle: There will be garden pests.	CHECK PROGRESS See if you need to spray plants with soapy water to keep pests away.



Grow a Large
Garden

B6-DMGA-2

Grow a Large
Garden

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Grow a Large
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Grow a Large
Garden

B6-DMGA-2

Grow a Large
Garden

B6-DMGA-2

Build a Bookcase

B6-DMGA-2

Grow a Large
Garden

B6-DMGA-2

Grow a Large
Garden

Bt-DMGA-2



Cut out cards along dotted lines.

Find Out	Plan	Act	Check Progress	Modify Goals
Read about which steps are taken to do a car tune-up.	Decide on the best order of tune-up steps and make a schedule.	Change spark plugs.	Start car after each step to check each procedure.	Do a tune-up on a different car each Saturday.
How much time? 4 hours.	Name your own	Fill battery; clean and grease terminals.	Ask an experienced person to supervise or check each step.	Just change spark plugs.
Obstacle: Lack of experience.	Borrow tools.	Replace contact points, condenser and rotor.	Use your list of engine specifications to check for accuracy.	Become a mechanic's assistant.
Read about how to use tools.	Set up time on an afternoon when someone experienced can help.	Adjust timing.	Use timing light to check timing.	Take an auto-shop course.
Name your own	Copy the specifications for the engine you're working on from a motor manual.	Replace gas filter.	Use a tachometer to test for correct voltage, idle speed, etc.	Watch someone else do the tune-up.

✂ Cut out cards along dotted lines.

E6-DMCA-2

Find Out	Plan	Act	Check Progress	Modify Goals
Measure the space available for garden.	Measure garden space and use graph paper to make diagram.	Till and fertilize garden area.	Name your own	Plant a smaller garden.
Ask a store clerk how many plants will fit into your garden.	Name your own	Plant seeds or set plants.	Check to see if seeds are germinating and plants are growing.	Plant more of vegetables that are doing well.
Find out what items will cost (seeds or plants, fertilizer, tools, stakes, etc.).	Draw plant symbols on planting diagram of garden.	Pull weeds, cultivate around plants.	Are you keeping the weeds pulled?	Sell vegetables to a local store.
How much time? 3-month growing season	Write down planting dates for each kind of vegetable.	Make a scarecrow, plant marigolds and herbs to keep pests away.	Log growing times of vegetables.	Open a roadside vegetable stand.
Obstacle: There will be garden pests.	Set aside time every day to pull weeds, get rid of pests.	Pick vegetables when they're ready.	See if you need to spray plants with soapy water to keep pests away.	Can vegetables.

ACT Replace gas filter.	ACT Replace contact points, condenser and rotor.	ACT Fill battery; clean and grease terminals.
ACT Adjust timing.	CHECK PROGRESS Use a tachometer to test for correct voltage, idle speed, etc.	CHECK PROGRESS Use timing light to check timing.
CHECK PROGRESS Use your list of engine specifications to check for accuracy.	CHECK PROGRESS Ask an experienced person to supervise or check each step.	CHECK PROGRESS Start car after each step to check each procedure.
PLAN Decide on the best order of tune-up steps and make a schedule.	PLAN Borrow tools.	PLAN Measure books to find best size for shelves.

 Cut out 12 cards on vertical and horizontal lines.

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

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Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Build a Bookcase

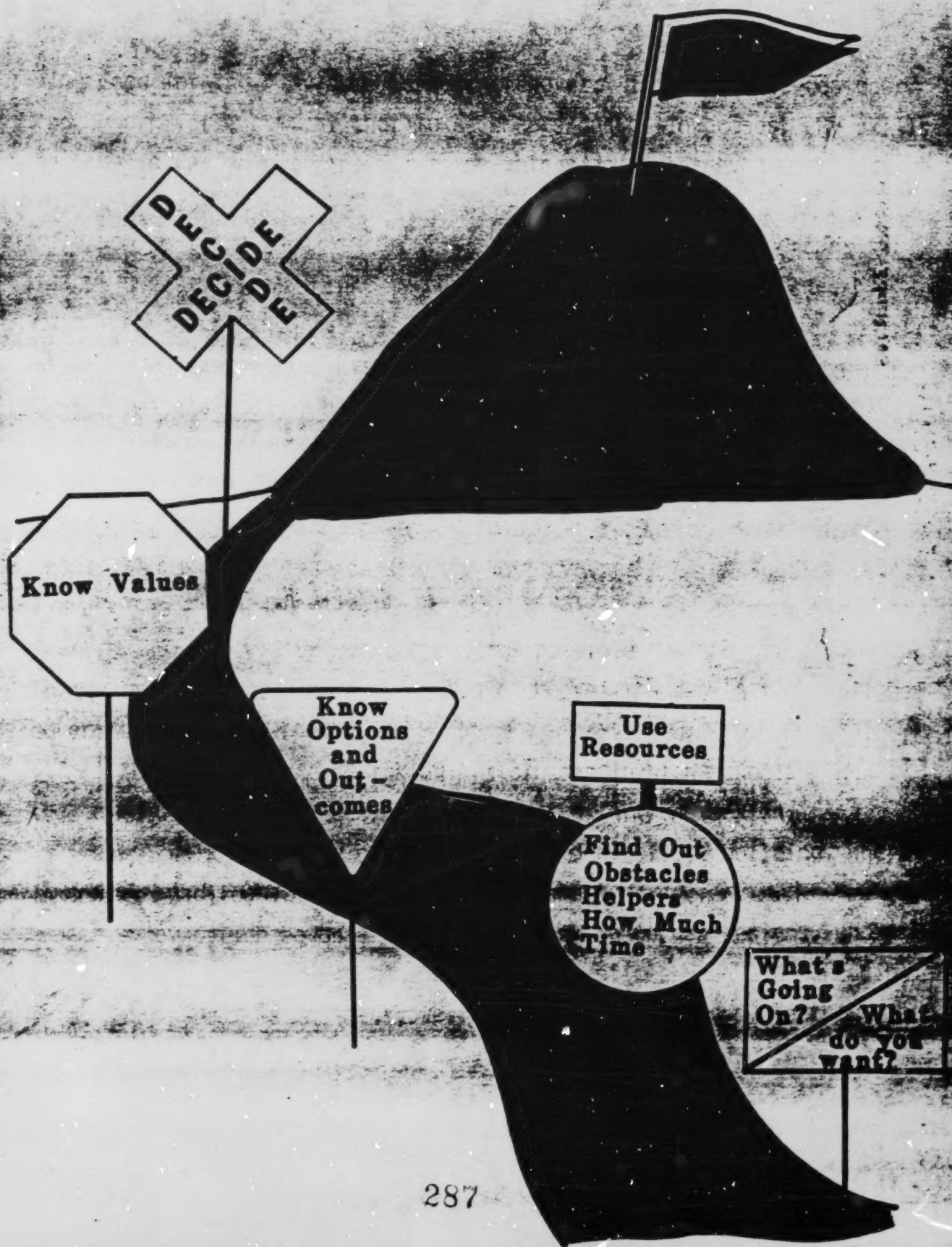
B6-DMGA-2

Tune Up a Car

B6-DMGA-2

Tune Up a Car

B6-DMGA-2



Research Goal



Directions:

1. Follow the directions inside to make an outline.
2. Choose something you're interested in learning about, read about it, write an outline, and write a short article about it.

Materials:

Included:
 Directions
 Outline
 Article

Needed:
 Pencil and paper
 Dictionary
 Encyclopedia (or other reference book)



Outlining

An outline is a type of plan that lists information in a clear and orderly way. When you write a report or give a speech, you use an outline of the most important things.

On the next page is an outline which describes the main steps and distribution steps of paper-making.

Copy the outline on a piece of paper.

Next, look at the outline. For every blank space, write a word in the list which you need to look up to be sure of their meanings.

Then, when you try to complete the outline, be sure to look up "pulp" to understand about it. Write the word in each blank space in the outline.

Finally, write the word in each blank space in the outline.

Paper-Making / Manufacturing, Marketing, and Distribution

I. Raw Materials

- A. Paper _____.
- B. _____ trees from forests of
ma _____
- C. _____ by trucks to paper
mi _____

II. Manufacturing the Mill

- A. _____, and mash the
_____ for the pulp.
_____ belts that
_____ to

even _____

the paper.

call a

III. Marketing / How Sold

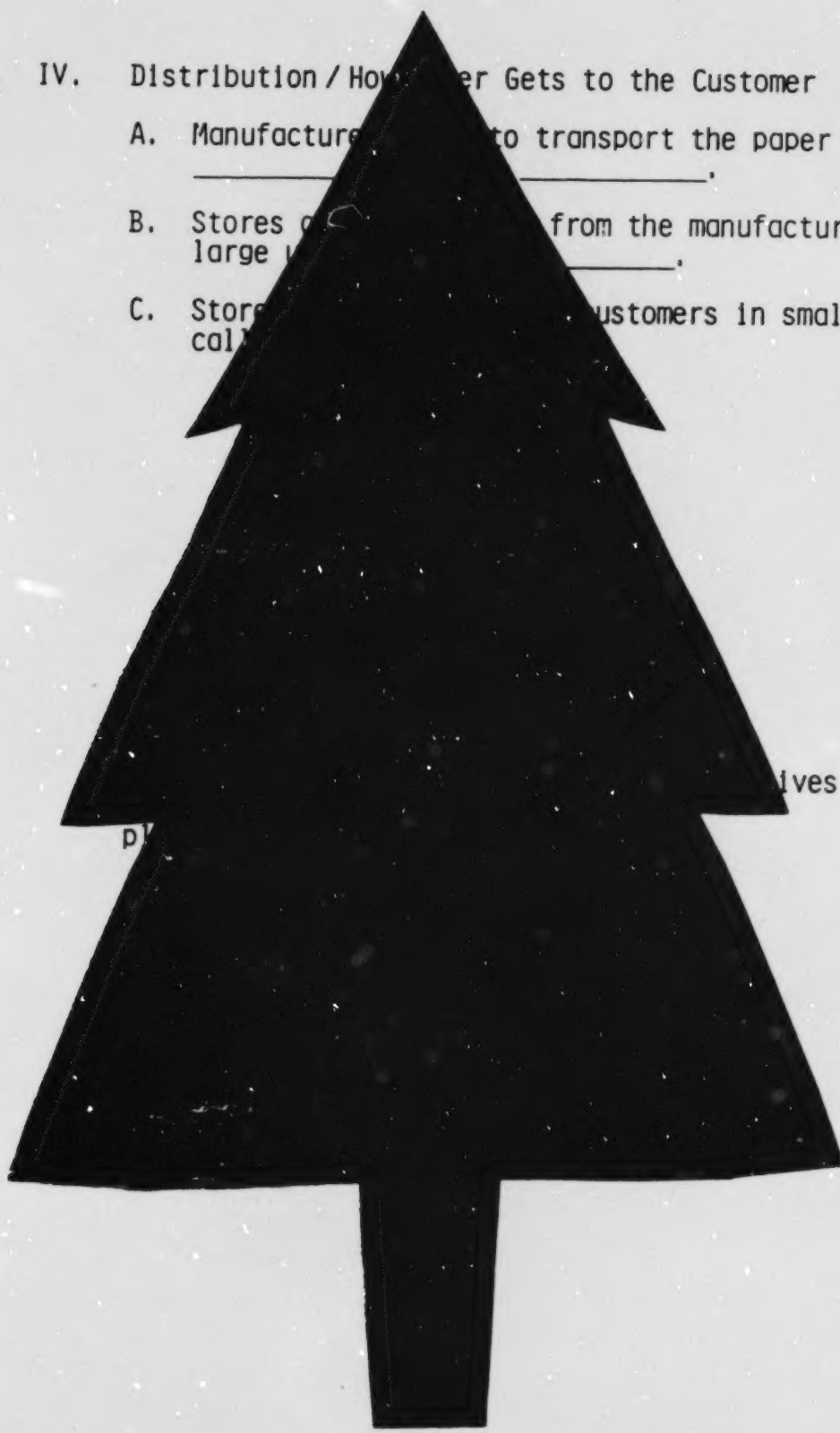
- A. Manufacture _____ advertising to _____ their
products.
- B. _____ talk to people and try
to sell their

IV. Distribution / How Paper Gets to the Customer

A. Manufacturer _____ to transport the paper
_____.

B. Stores _____ from the manufacturer in
large _____.

C. Stores _____ customers in small units
called _____.



ives

pl

Paper Making:

Manufacturing, and Distribution

Trees are from which many products are made. Some of these products are made from trees into paper and sold in stores where people can buy

products is of measured

be product. not

a product. Sometimes advertising of a product may cost as much, or more than, the cost of making the product.

Commercial artists are people who design and sometimes create advertisements. People who talk to customers and show them products are called sales representatives. Sales representatives convince customers to buy a product.

Once a product is made, people want to buy it, it must be sold to them. Getting products to the houses where they live is called distribution. Customers are interested in getting products at the cheapest price. Trucks, trains, and railways are used for distribution.

10000

Level B6

MANUFACTURING

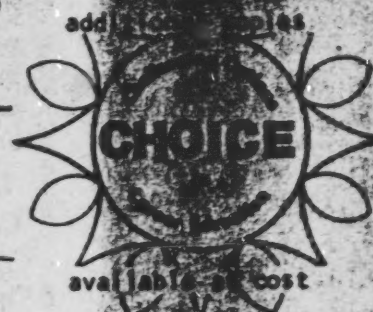
ASSEMBLY WORKER



TEXTILE DESIGNER



MACHINIST

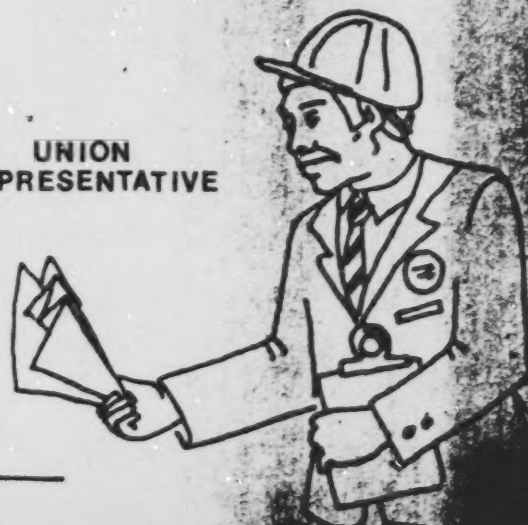


WELDER



CHEMIST

UNION
REPRESENTATIVE



Competition and Profit



Directions:

Read the directions inside to use this decision making/ goal attaining activity.

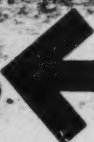
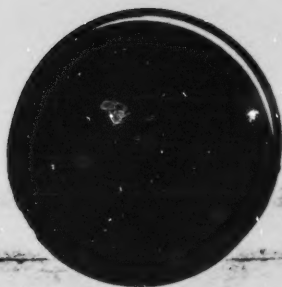
Materials:

Included:

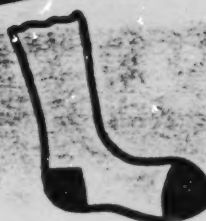
Game board
Directions booklet
33 Cards

Needed:

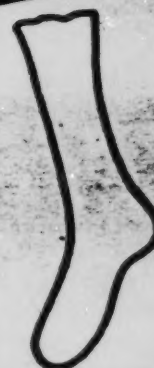
Play money
Coins

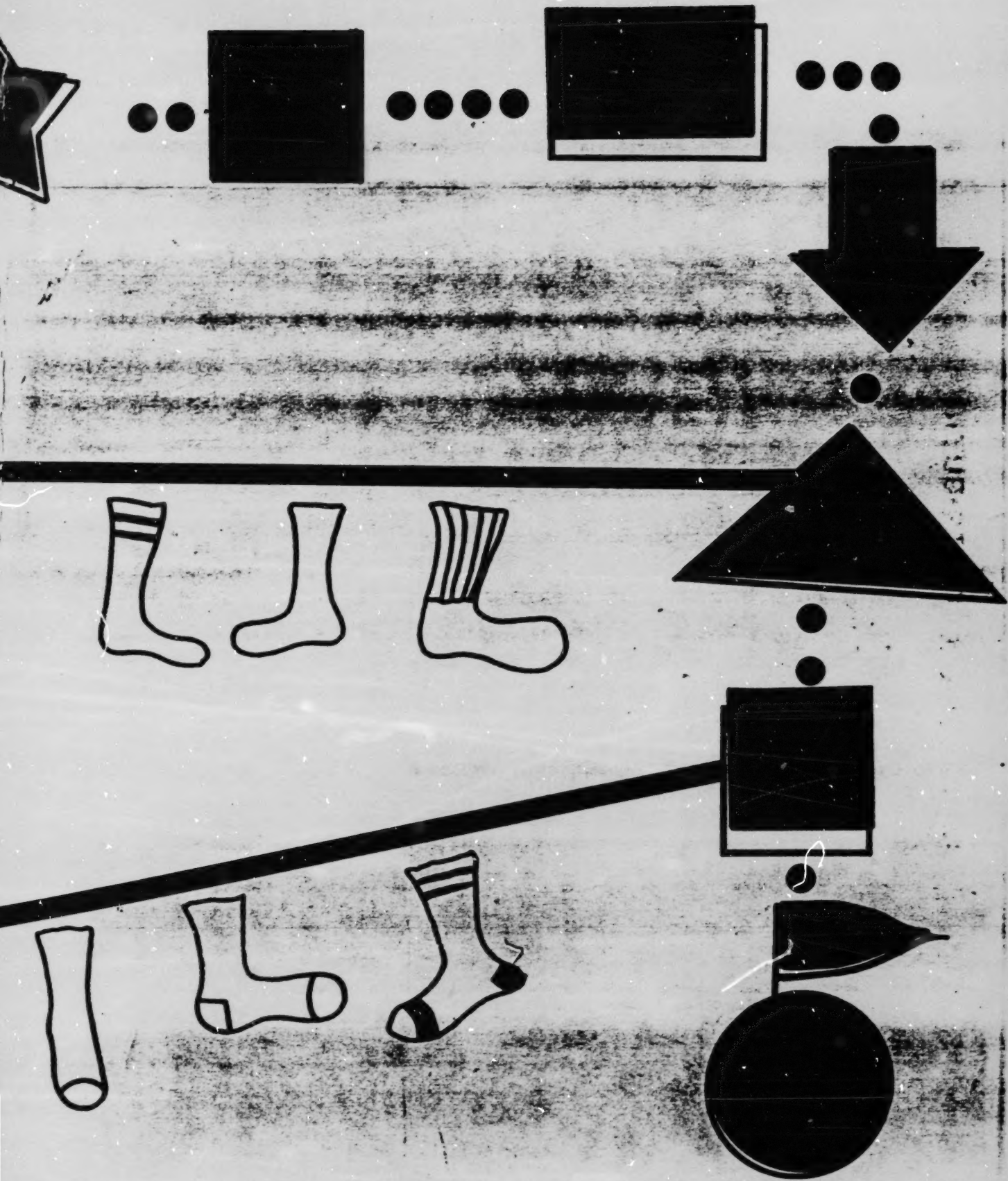


START



300





Get ready...

1. Each player starts the game with \$500.
2. Remove the MODIFY GOAL cards from the deck and keep them, face down, under edge of board till a player lands on MODIFY GOAL.
3. Shuffle remaining cards and deal 4 to each player. Place remaining cards with money in "bank."
4. Players use coins (penny, nickel, etc.) for markers, and a coin to determine number of spaces to move.

Get set...

1. Who goes first?

Flip a coin.

2. How many spaces?

Flip again.

Heads: move 1 space.

Tails: move 2 spaces.

302  Cut out instruction booklet along solid lines, then fold booklet in half along broken line with "Get ready..." "Get set..." pages on inside of booklet.

Go!

1. For each titled space you land on, you must buy a card from the "bank" or from another player (\$50) unless you already have one, and you must follow the directions on the card.
2. Except at CHECK PROGRESS and MODIFY GOAL, where you can go back to HELPERS or INFORMATION SOURCES or buy a card. (You can't do both.)
3. The winner will be the player who reaches GOAL first (competition) and has \$1,000 (profit).

How to Play Competition and Profit



VALUES

You value a quality product. It takes time to make good socks (miss 1 turn), but they sell for more money (get \$200).

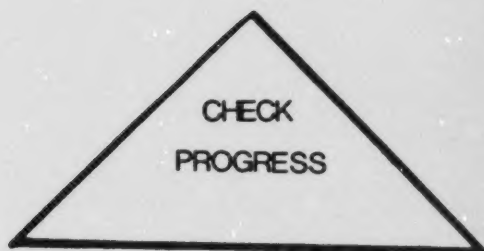
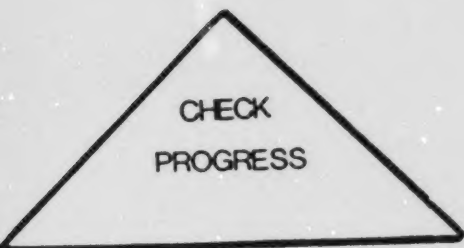
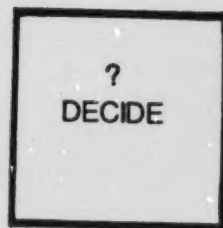
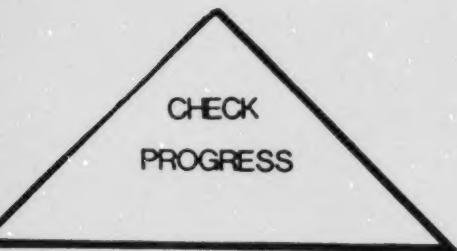
VALUES

You value labor relations. Give your employees a raise (pay each player \$50). Your employees are very happy and work harder (take an extra turn).

VALUES

You value sales volume. Manufacture more socks (miss 1 turn) and make more money (get \$100).

 Cut out three cards on vertical and horizontal lines.



DECIDE

The commercial artists you contracted with are 2 weeks late with an advertising campaign. According to your contract with them, you can refuse to buy their ad or fine them. You like the ad, so you decide to fine them (get \$50 from each player).

CHECK PROGRESS

Sales are still going up. You have \$300 more than you thought you'd have at this point.

CHECK PROGRESS

The winter is not as cold as everyone predicted it would be. Sales are down. You have \$300 less than you thought you'd have at this point.

CHECK PROGRESS

Everything is going along according to your plan. Get \$50.



OPTIONS
& OUTCOMES

TIME NEEDED

OPTIONS
& OUTCOMES

TIME NEEDED

TIME NEEDED

Your socks are selling faster than you thought they would. Make \$200 and take an extra turn.

OPTIONS AND OUTCOMES

Sell 5 dozen pairs of socks retail for \$100 and take an extra turn.

OR

Sell 25 dozen pairs of socks wholesale for \$200 and miss 1 turn.

OPTIONS AND OUTCOMES

Everybody, it seems, will be selling socks for the winter. Competition is stiff. Try to be first with a product (go to ACT, and get \$50).

OR

Find out how to make better socks and try to be first with a high quality product (go back to HELPERS).

OPTIONS AND OUTCOMES

Speed up production: pay an extra sales representative \$100 so you can make a profit in 1 week, and go to VALUES.

OR

Maintain your production schedule: keep your present staff and make a profit in 2 weeks (miss 1 turn).



OBSTACLES

Labor and management are deadlocked: machinists want more coffee breaks. You have to hire an extra machinist. The wage you must pay is \$100.

OBSTACLES

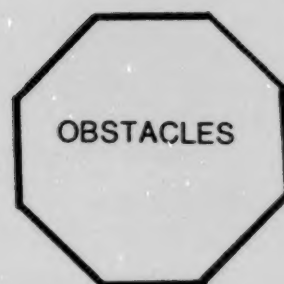
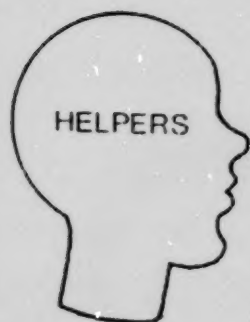
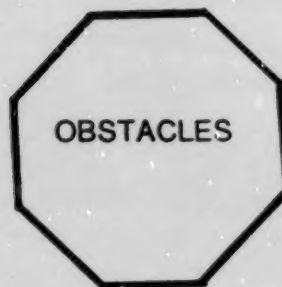
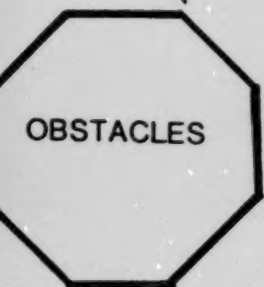
The truck bringing your shipment of new sock materials breaks down. Fix it yourself for \$50 and miss 1 turn.

OBSTACLES

Your supplier is temporarily out of new sock materials. Miss 1 turn, while you wait 1 week for shipment of materials.

HELPERS

One of your assembly workers finds a way to cut out 2 steps in making socks. You make \$200.



HELPERS

Your chemist has found a synthetic substitute for new sock materials. You're no longer dependent on the supplier. Make \$100 and take an extra turn.

HELPERS

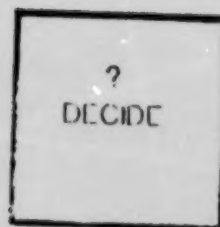
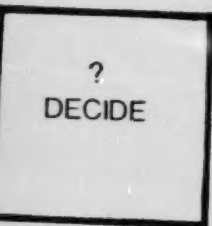
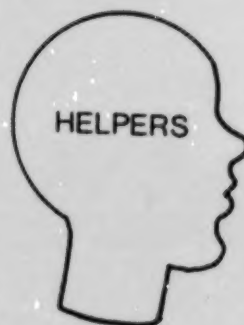
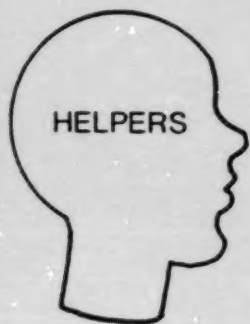
Your accountant tells you that you have \$100 more than you thought.

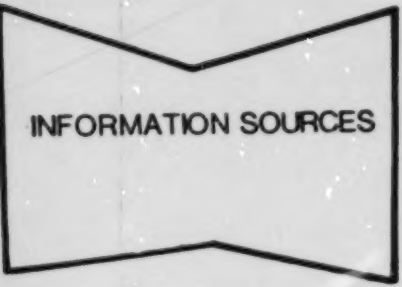
DECIDE

You've spent a week trying to decide whether to sell wholesale or retail and still can't make up your mind. Go back to OPTIONS AND OUTCOMES.

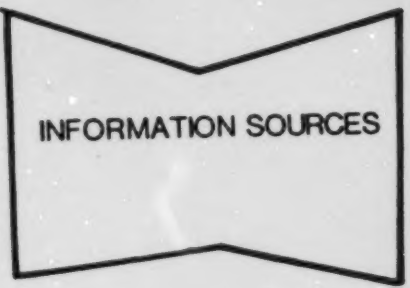
DECIDE

Consumers are boycotting your socks. You need a lot more information on advertising before you can decide what to do. Go back to INFORMATION SOURCES.





INFORMATION SOURCES



INFORMATION SOURCES



TIME NEEDED



TIME NEEDED

INFORMATION SOURCES

You get an "inside" tip: an unusually cold winter is coming. Socks will be in great demand. Pay \$50 for the tip.

INFORMATION SOURCES

You get an "inside" tip: an unusually cold winter is coming. Socks will be in great demand. Pay \$50 for the tip. And you are very inexperienced, so spend a day reading about new sock materials. Miss 1 turn.

TIME NEEDED

The truckers' union is on strike. Miss 1 turn while the union representative negotiates a settlement.

TIME NEEDED

The new sock material turns out to be high flammable. Pay a \$50 fine. And you need to do more reading. Go back to INFORMATION SOURCES.

 Cut out four cards on vertical and horizontal lines.

PLAN

You plan carefully with your accountant
and save \$50.

PLAN

You plan to take the necessary time to
manufacture a high quality product. Miss
1 turn, and collect \$50 for every titled
step you land on between here and GOAL.



PLAN

PLAN

ACT

Sales are up. Take another turn.

ACT

Pay off all your debts (give \$50 to each player).

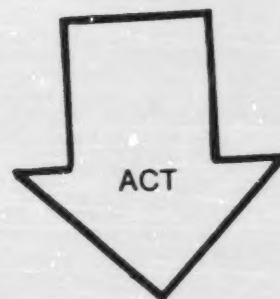
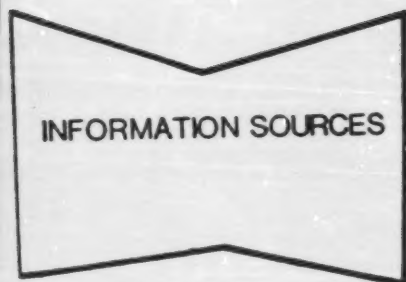
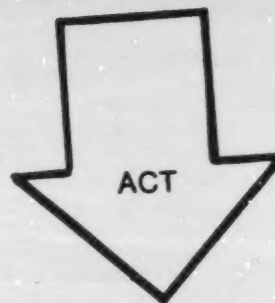
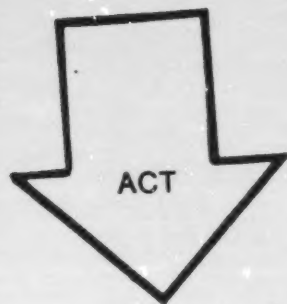
ACT

You start selling socks to department store buyers. You make \$100.

INFORMATION SOURCES

You spend a day reading about new sock materials. Miss 1 turn.

 Cut out four cards on vertical and horizontal lines.



MODIFY GOAL

It's the coldest winter in history. You get \$1000.

MODIFY GOAL

The style of your socks is very popular. You make an extra \$300 and give your staff of textile designers each a bonus (\$50 to each player).

MODIFY GOAL

It's the warmest winter in history. You lose \$500.

PLAN

You plan to market your socks as quickly as possible. Go to ACT.

MODIFY GOAL

MODIFY GOAL

PLAN

MODIFY GOAL

Jezze's the Name/Adventure's the Game



Directions:

Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

Materials:

Included:
Story
Pictures

Needed:
None

Jezze's the Name/Adventure's the Game

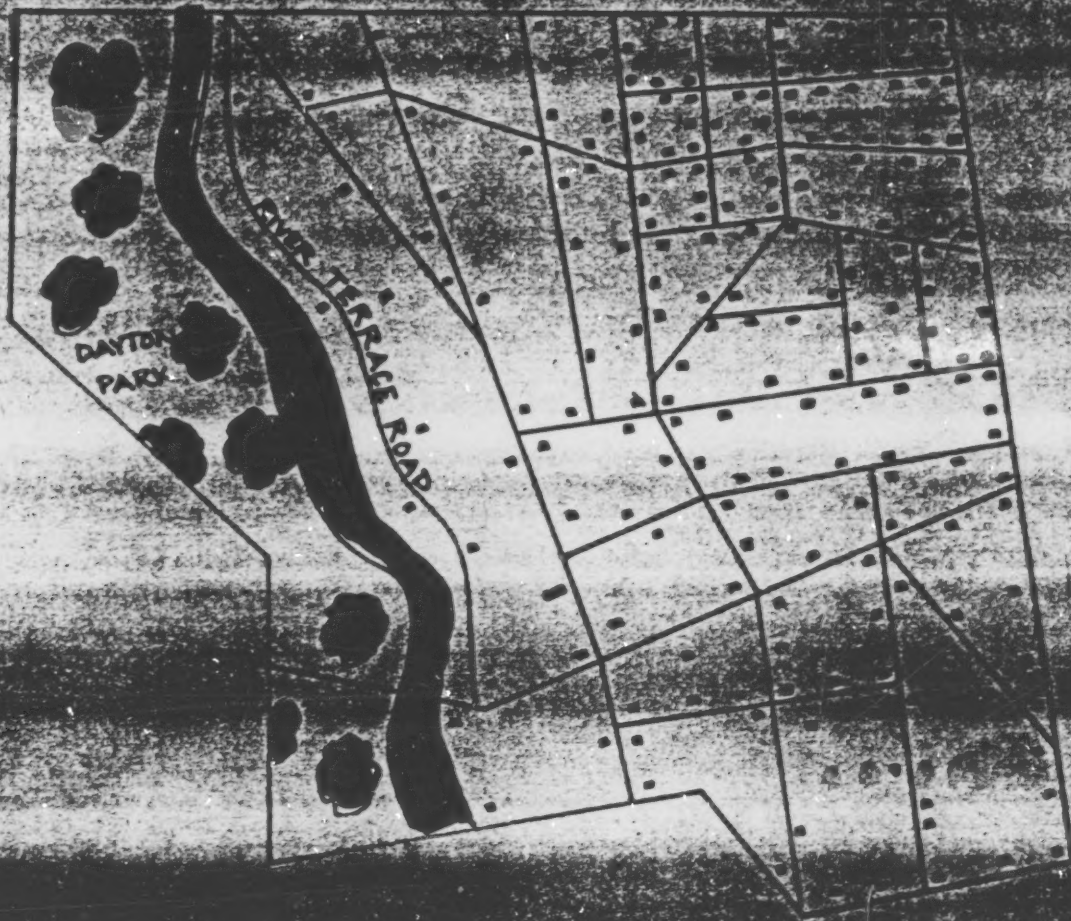




News Weekly's grand prize
was a rafting trip down the
Colorado River. The winner
would have to sell the most
News Weekly papers. I wanted
to win the trip. So I worked
hard to get WHAT I WANTED.



I went home and started READING the map. It showed all the houses in my neighborhood. I saw that my block had the most houses on it. River Terrace was three miles west of my house. It did not have as many houses. I didn't know anyone who lived in it.



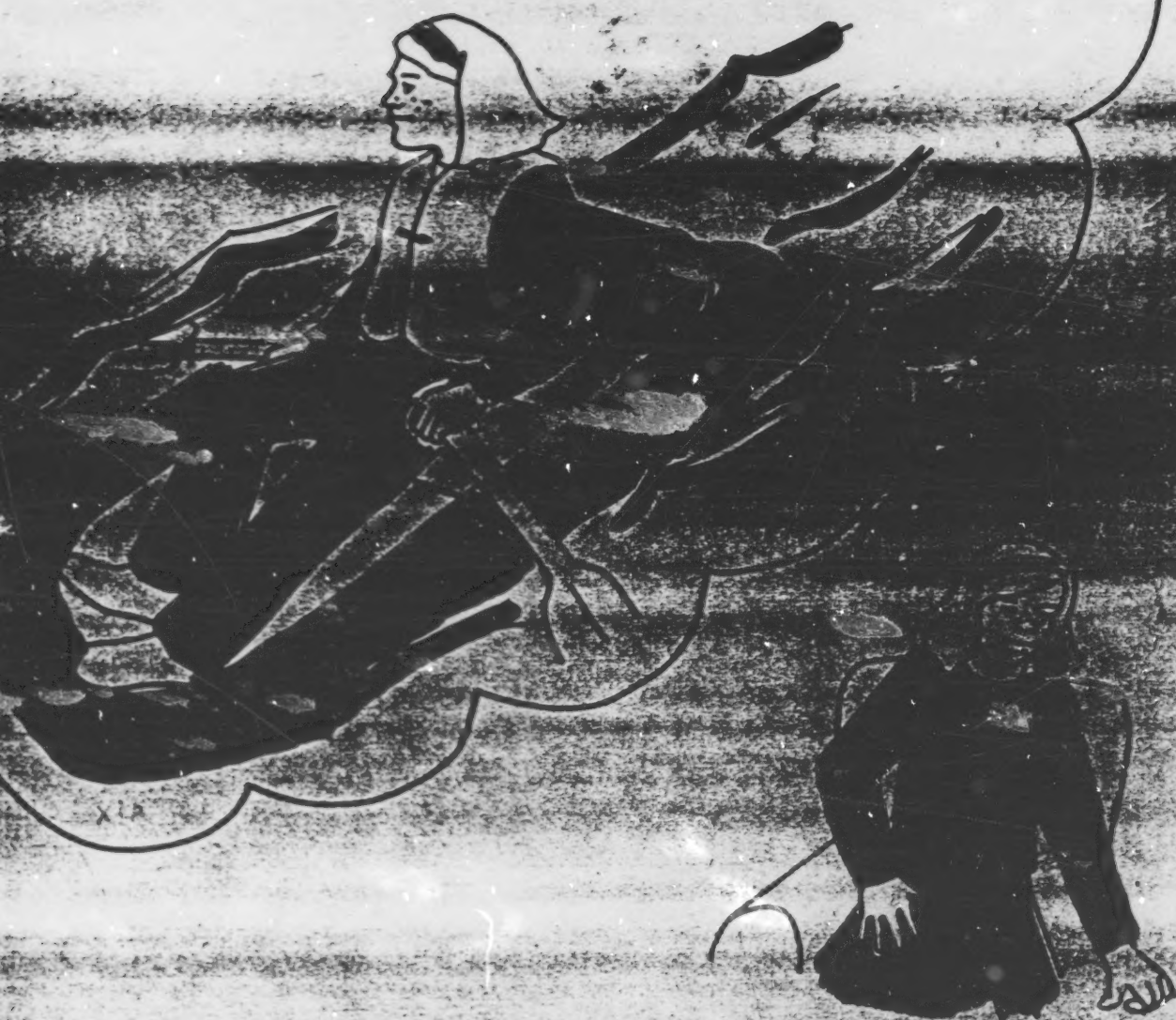


On Sunday I took another step toward getting the trip I wanted. I had to FIND OUT if there were any OBSTACLES, who my HELPERS should be, and TIME NEEDED to sell enough to win the contest.

OBSTACLES! Wow! I wouldn't have enough time after school to ride my bike to River Terrace, sell papers, and get back home in time for dinner. The contest would close in six months, and I knew I NEEDED more TIME than that to ride six miles a day and sell enough to win the contest.

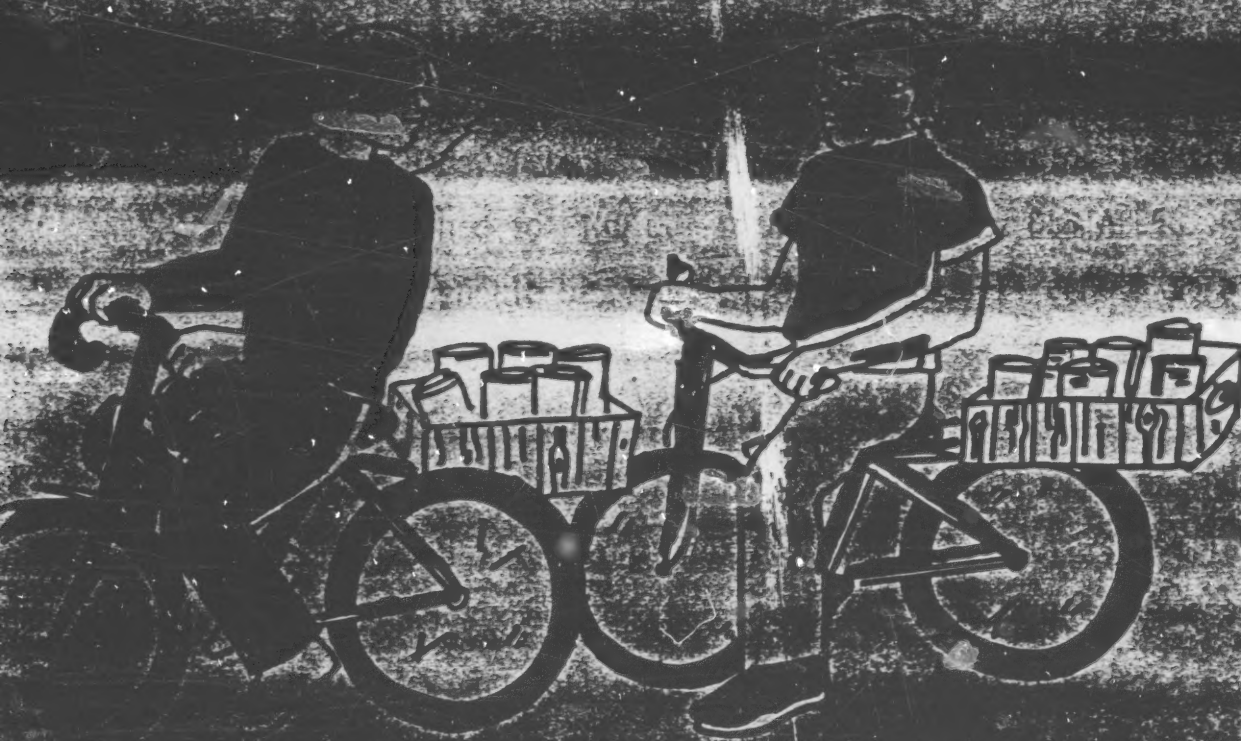
But there was only one help. Not next year. Jeze.

Then I thought of the contest. I would have to sell papers at River Terrace, or some place in my own neighborhood. The outcome here I'd have to help. A next year I'd have to work as hard to sell papers in my own neighborhood.



I really wanted to go on the rafting trip. But I'd have to promise to help Al with the next canoeing adventure, and I VALUED keeping promises. But I also VALUED doing things all by myself.

to have Al help me at River Terrace.



When I was ready to Al, I got on my bike and rode to my job. I sold and delivered papers. Al was behind me all the way.

Three months went by. I CHECKED my PROGRESS by finding out how others in the contest were doing. I was ahead of them in sales. I knew if I kept working hard, I could win the trip.

When the contest ended, I found out I won the trip. In the summer, I went rafting on the Colorado River.

Al and I have started to work on this year's contest. This year, News WEEKLY is giving the grand prize to two winners. The prize is a three week hike.

I bet Al and I will go on that hike!



Lefty's Leather



Directions:

Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

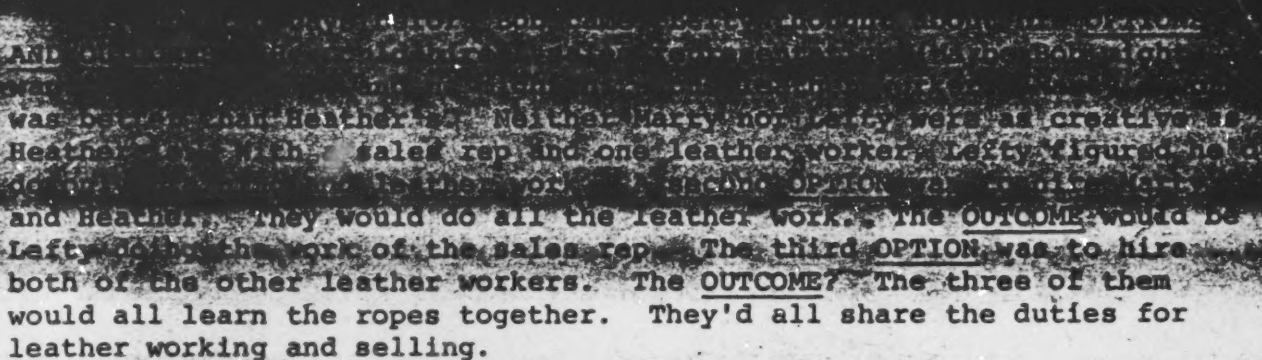
Materials:

Included:
Story
Pictures

Needed:
None

Lefty's Leather





These really are the most delicious I ever tasted! Will you
teach me how to make them?



"Sure, Bob. Hey, are you interested in going into business with me?"

"No thanks, Lefty. This place I work for now has all kinds of nice things to offer. I'm not sure that I want to start my own business. I've got a lot of things to think about."

"To help me decide, I've started thinking about a 'brother' who's started changing for me when I liked the way he was doing. I've thought a lot about VALUES, and you've got to think about your own VALUES before you choose any of the options you were telling me about."

"Well, one of my VALUES is learning all parts of a business. Another is selling nice leather goods with a lot of variety."

"Sounds just like you. Any more?"

"Yeah. I value sharing the work load."

"Okay. I guess that leaves you just one thing to DECIDE."

"Yeah. I'll talk to Marty and Heather about coming into business with me. We can learn the ropes together."

Lefty's Leather



The three leather workers talked things over and decided to work together.

Marty, Heather, and Lefty made a PLAN to look through catalogs. They agreed on styles they'd like to make. Also, they chose tools they'd need.

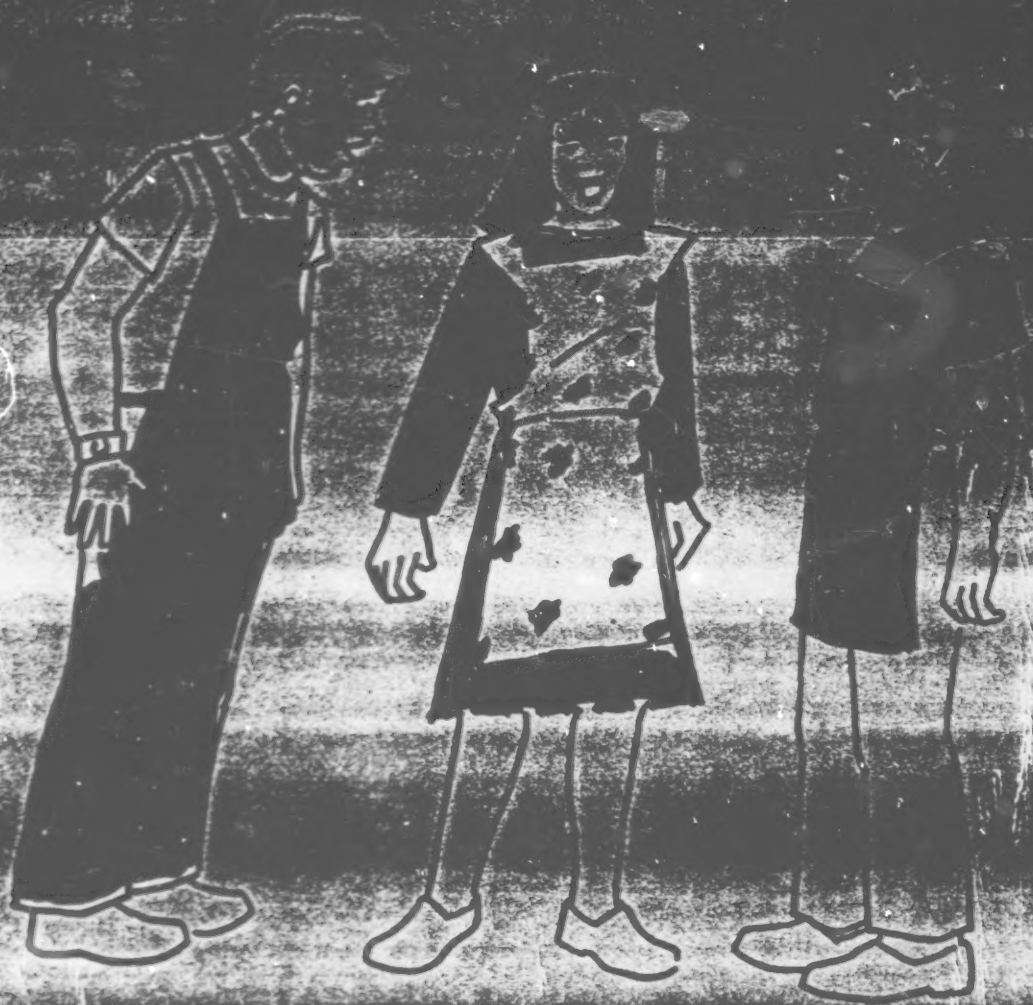
After a while, they got business. Then they went into action and carried out their plan.

After six months, they CHECKED their PROGRESS. The business was doing very well. They'd made more money than they expected, but they weren't working together as well as they wanted.

"I need more space," said Heather. "Sometimes I need privacy to think about new designs."

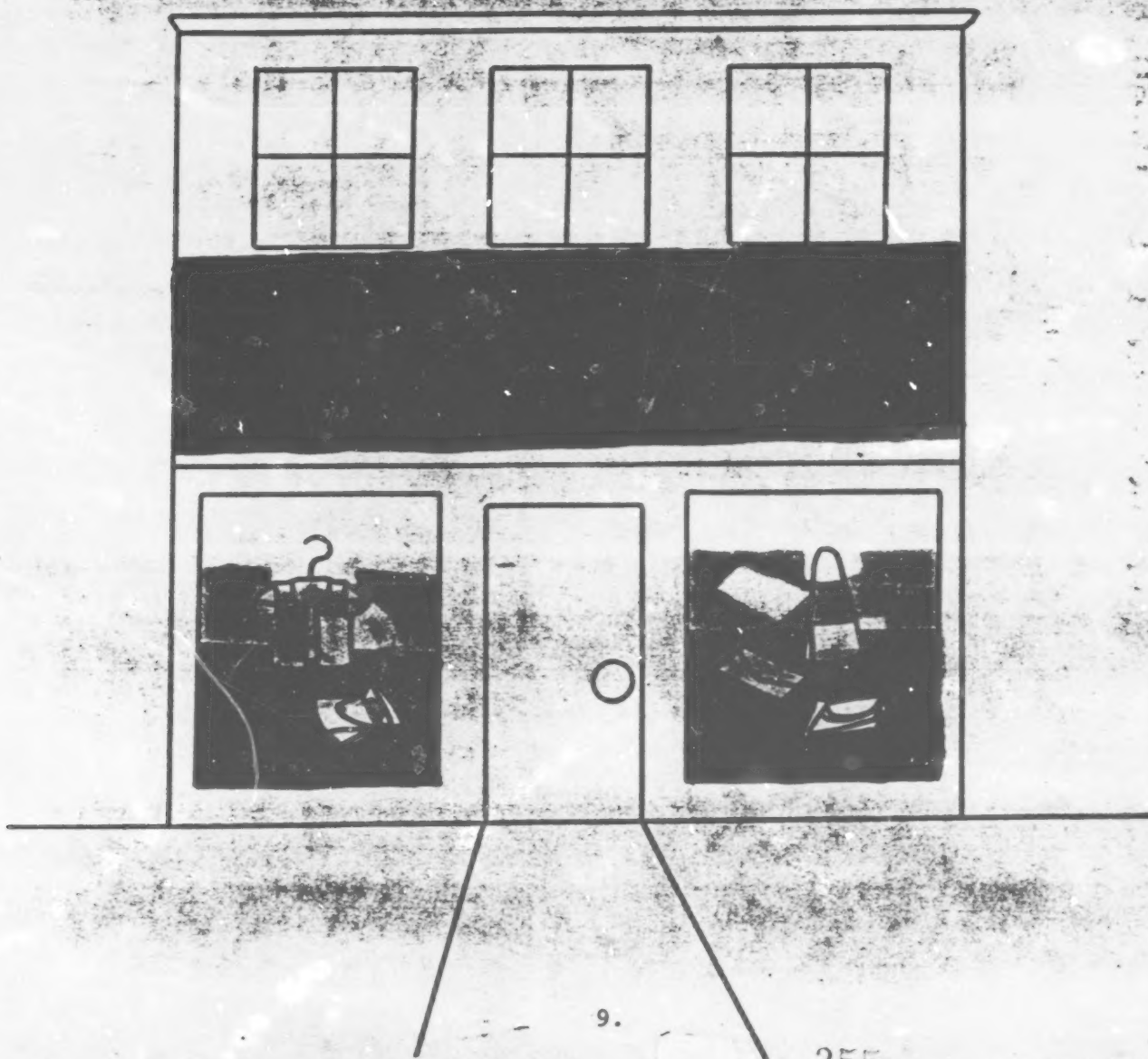
"Me, too," said Marty. "The room in your home just isn't big enough any more. We need to MODIFY our GOALS."

Bob told us there's a storefront for sale. "He said



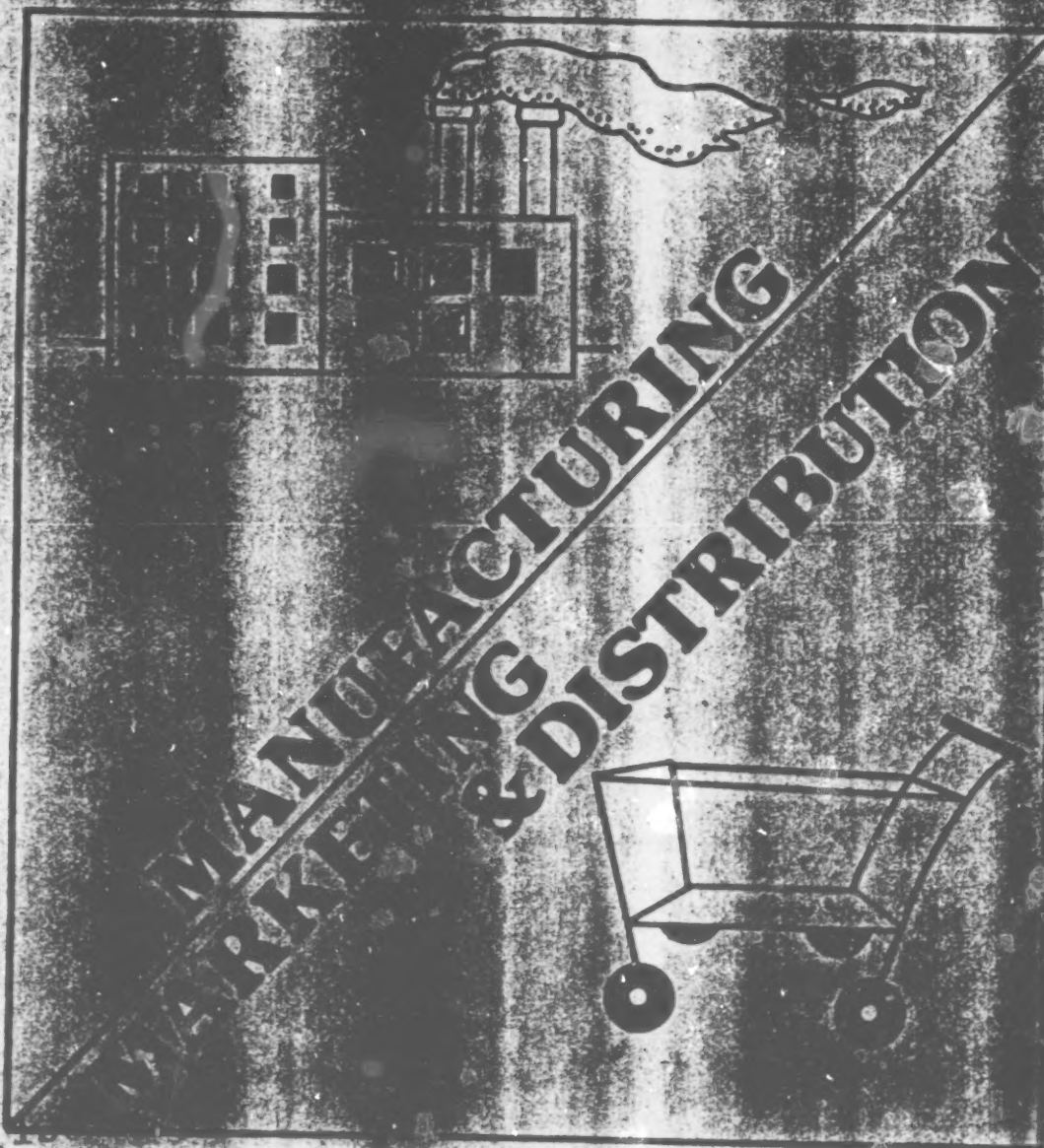
Heather, Marty, and Lefty moved their business to the storefront. The day they moved, Bob invited them to supper to celebrate reaching their goal.

"I learned how to make the best pasteles you ever tasted," Bob said.



86-SAT-5

Speaking of Me

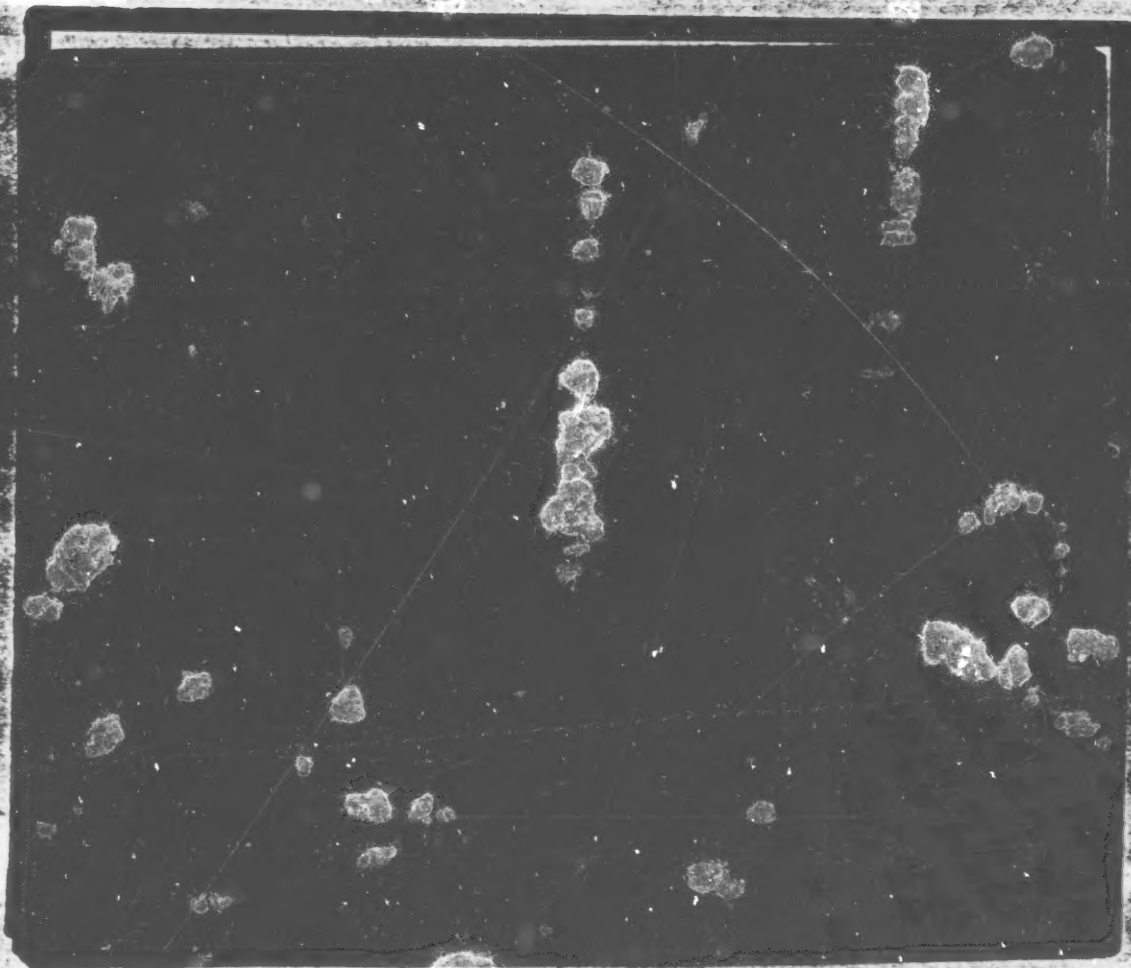


and the word

to
about yourself.

and paper

Speaking Of Me



HOW I ACT

brave

clever

cooperative

dependable

fair

friendly

honest

imaginative

logical

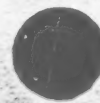
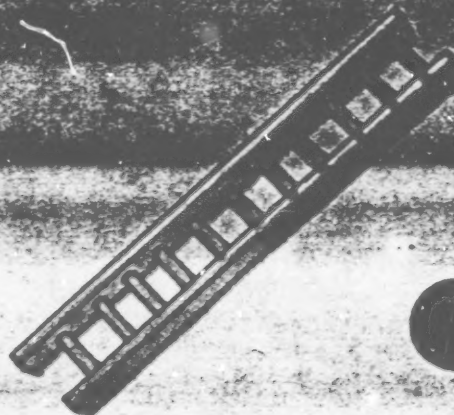
loving

proud

respectful

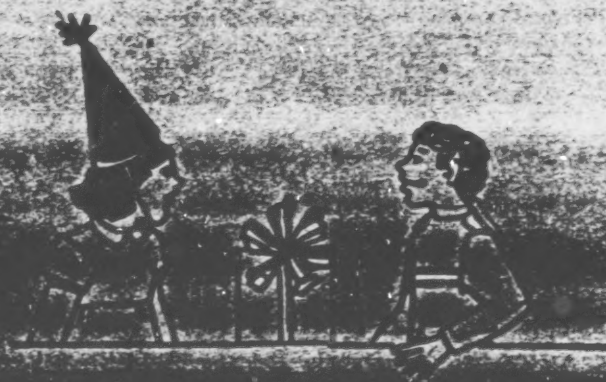
selfish

thoughtful



THINGS I LIKE TO DO

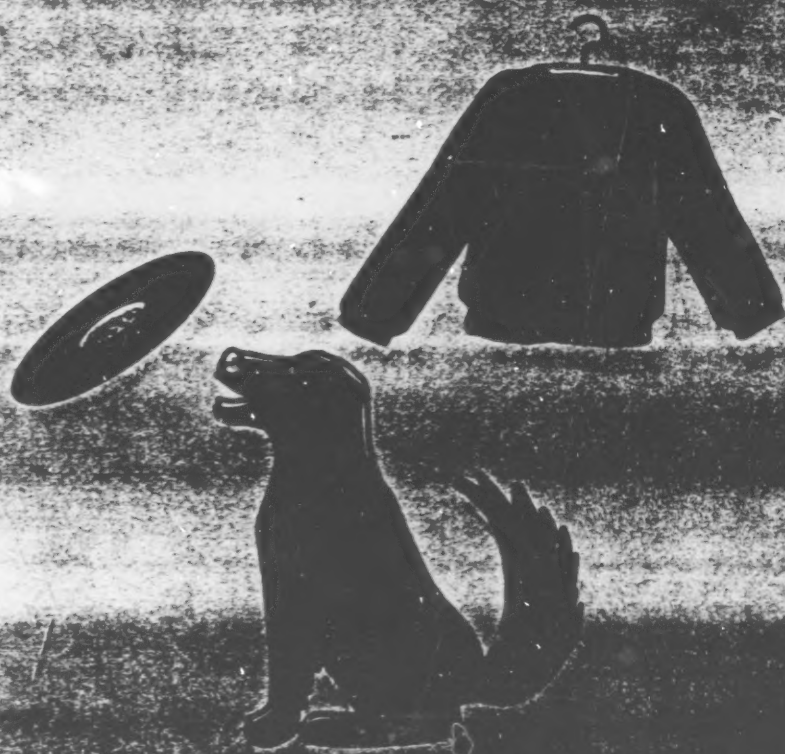
be alone
be with others
buy a new book
buy things
dance
daydream
do school work
eat
get presents
give presents
go on picnics
go to parties
hike
knit
listen to music
meet new people
play an instrument
play a sport
read
run
see movies
sing
talk
travel
watch TV
write





#2 HOW I LOOK

agile
athletic
energetic
playful
neat

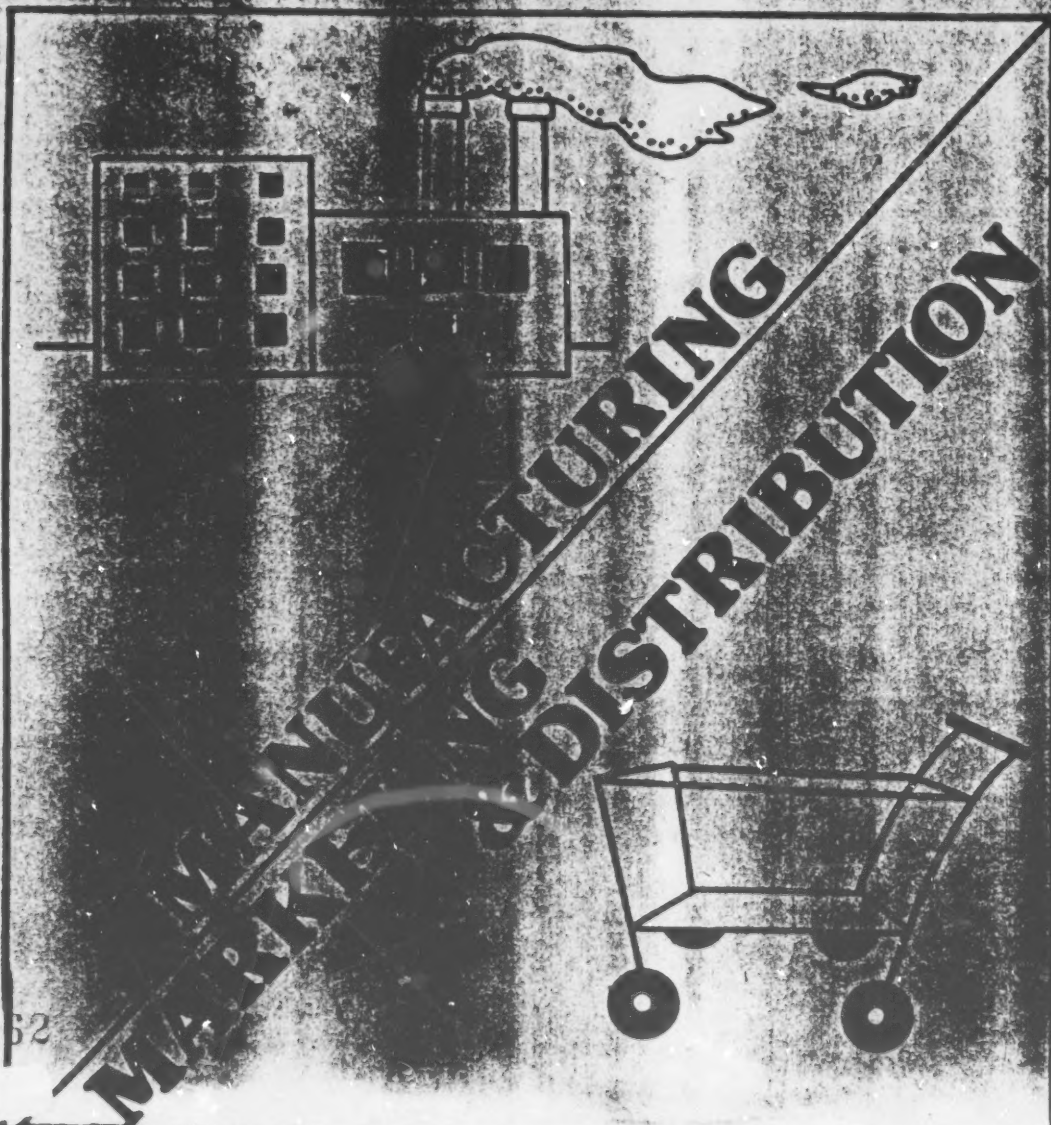


#3 THINGS I HAVE

animals
books
clothes
collections
money
musical instruments
records
sports equipment
tools
toys and games

B6-SA-4

Tell Tales



362

Instructions

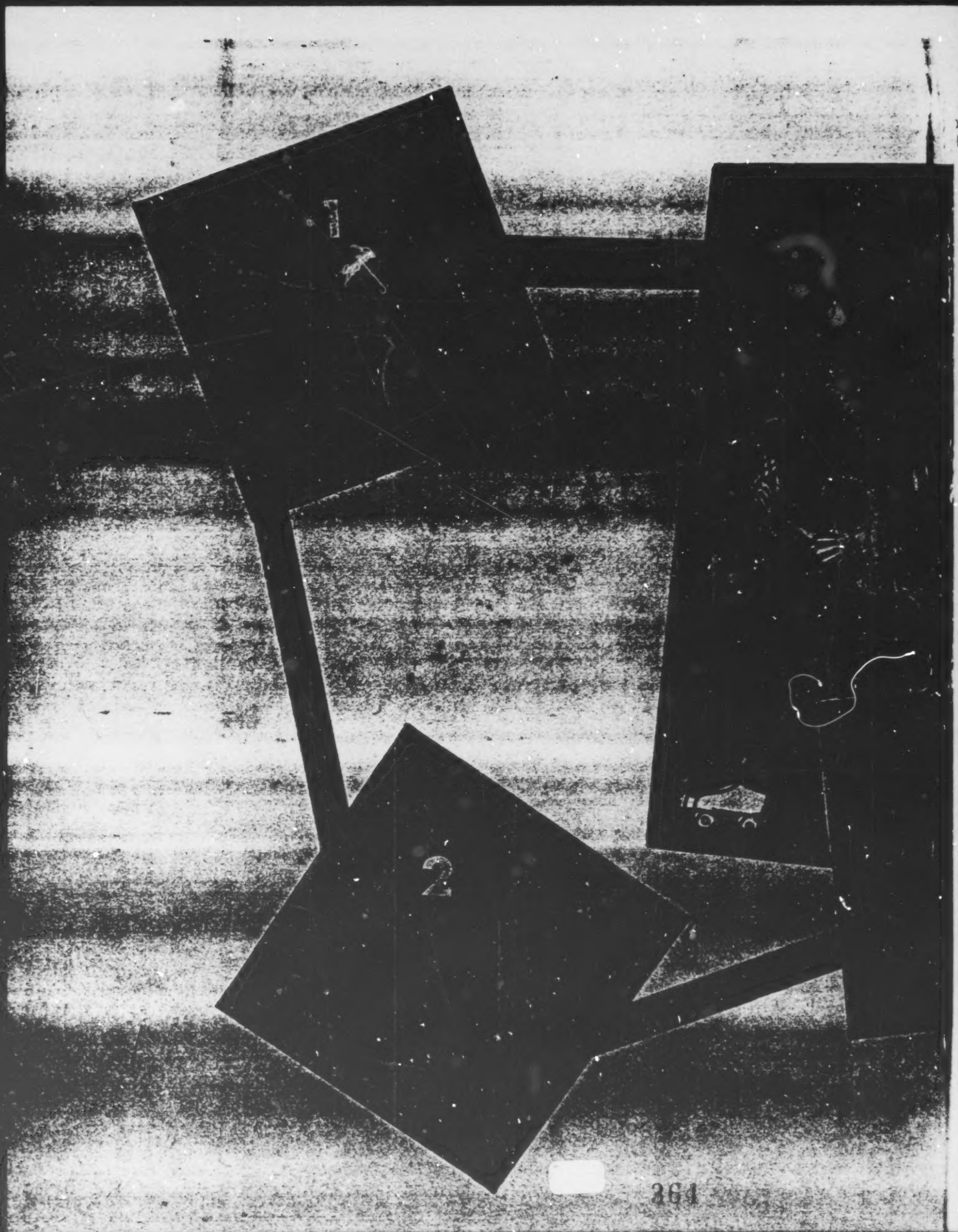
Follow the directions inside
the "portrait" of
your life.

Instructions

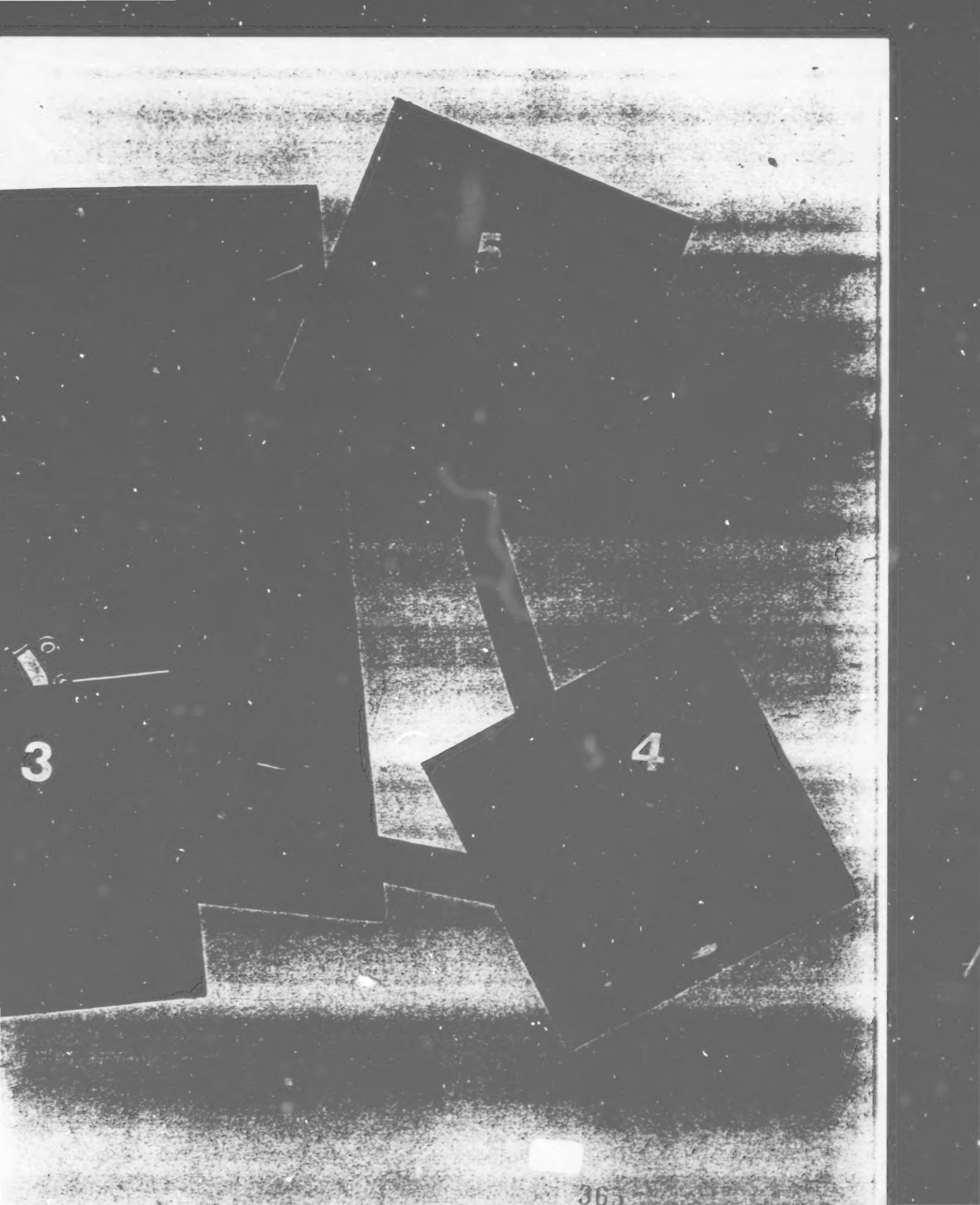
Instructions
for the
use of the
card

Instructions
for the use of the
card and paper

363



364



	I don't care for getting caught at playing softball in the living room.
I don't care for cleaning the garage.	I care about playing soccer well.
I care about reading five books a week.	I care about delivering newspapers.

 Cut out five cards on vertical and horizontal lines.

#1

Things I Care About
Doing (PRIZED
ACTIVITIES)/Things I
Don't Care About
Doing (UNPRIZED
ACTIVITIES)

B6-SA-4

#1

Things I Care About
Doing (PRIZED
ACTIVITIES)/Things I
Don't Care About
Doing (UNPRIZED
ACTIVITIES)

B6-SA-4

#1

Things I Care About
Doing (PRIZED
ACTIVITIES)/Things I
Don't Care About
Doing (UNPRIZED
ACTIVITIES)

B6-SA-4

#1

Things I Care About
Doing (PRIZED
ACTIVITIES)/Things I
Don't Care About
Doing (UNPRIZED
ACTIVITIES)

B6-SA-4

#1

Things I C
Things I Care About
Doing (PRIZED
ACTIVITIES)/Things I
Don't Care About
Doing (UNPRIZED
ACTIVITIES)

B6-SA-4

I have a pet dog named Blue, who barks day and night and guards the house.	I have a piano that I practice on daily.
I have a diary.	I have a bicycle that I put together myself.
I have a set of colored pencils given to me for my birthday.	

out five cards on vertical and horizontal lines.

#2

#2

MY THINGS

MY THINGS

B6-SA-4

B6-SA-4

#2

MY THINGS

B6-SA-4

#2

MY THINGS

B6-SA-4

#2

MY THINGS

B6-SA-4

I am generous with
my things.

I am patient with
children and animals.

I always turn in my
projects.

I am honest when
taking tests in
school.

I am cooperative with
other children in
school.

✂ Cut out five cards on vertical and horizontal lines.

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

#3

MY ACTIONS

B6-SA-4

DIRECTIONS

SET UP:

1. Start a discard pile by putting a card (#-side-up) in the #6 space.
2. Separate the rest of the cards (#-side-up) into piles according to board space numbers.

TO PLAY:

1. Roll the die to pick up a card.
2. Pick cards from the top of the pile only.
3. Keep as many #5 cards as you want to.
4. Keep only one of cards #1, #2, #3, and #4. Put extras on the bottom of the discard pile.

OBJECT:

Be first to have a set of #1, #2, #3, and #4 cards so you can draw, write, show, and read about your "portrait."

I am fast on my feet.		
I am a graceful dancer.	I am short and strong, with wavy black hair.	
I am tall, with broad shoulders and big feet.	I am thin, with bright red hair and mismatched socks.	

Cut out five cards on vertical and horizontal lines. Cut out 1 Directions card.

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

#4

MY LOOKS

B6-SA-4

I roller skate

everywhere I go.

I sell banana chips
at the train station.

I live in a tent.

I eat spaghetti
sandwiches for
breakfast.

I wear a pink bow tie.

~~3~~ Cut out five cards on vertical and horizontal lines.

#5

WILD CARD

B6-SA-4

#5

WILD CARD

B6-SA-4

#5

WILD CARD

B6-SA-4

#5

WILD CARD

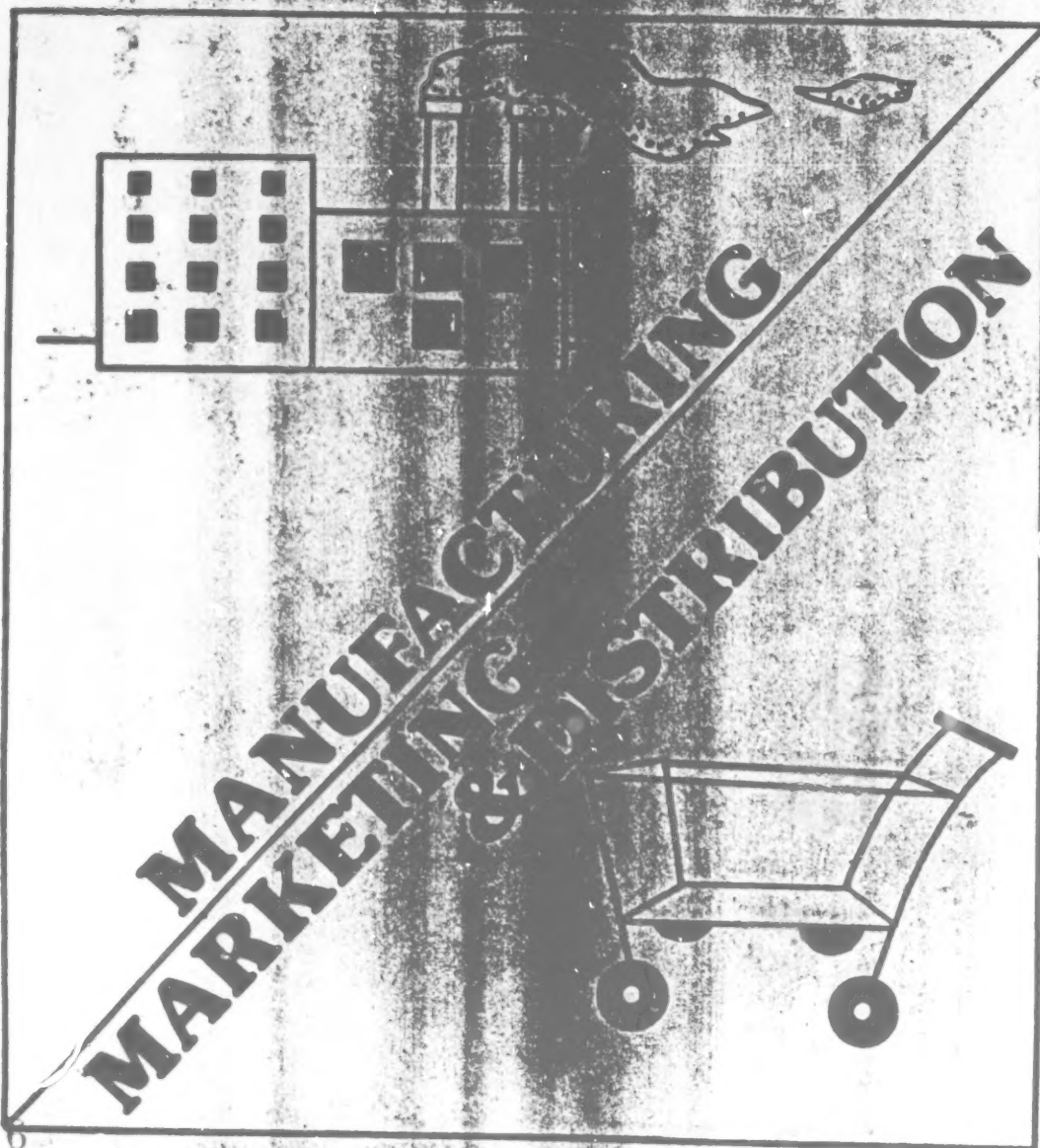
B6-SA-4

#5

WILD CARD

B6-SA-4

Saturday by the River



Directions:

Read the story and discuss the questions.

Materials:

Included:
Story
Pictures
Questions

Needed:
None





Name something that Pio owns and prizes.

What's one physical activity he's proud of?

What's an action that Pio prizes?

Name an action that Pio is not proud of.

What's one result of Pio's losing patience with Josefa?

One of Pio's character strengths is that he's understanding of his friends. What usually happens when you try to be understanding of others?

Poems of Love and Hate



Directions:

Read inside about poetry
and read the poems. Write
some poems of your own.

Materials:

Included:
Text
Poems
Pictures

Needed:
None

EXPLORE YOUR SPECIAL WAY OF SEEING

With poetry, people to feel and see do. Poetry is special showing than telling. The strongest feelings in pictures in the reader's mind. As a poet, you can make up don't have to be logical. Words rhythm, or words can just make poetry.

Most important, keep looking exactly what's on your mind. Don't mean bright. Use colors. Use texture. See pictures. Those words will help. Some young people of different two strong feelings. Read the poems. do they help you to see? Write some p

B6-SA-1

Miranda and Michael

Directions:

Read the story.

Materials:

Included:
Story
Pictures

Needed:
None

MANUFACTURING
& DISTRIBUTION





1.

Miranda stood looking at herself in front of the full-length mirror in her mother's room. There was nothing wrong with her. She had nice long legs, she had a pretty smile. Her teacher told her that she had a good mind--could be just about anything she wanted, if she tried. But there was something definitely bothering Miranda. Robinson was called away. His name was Michael. He was a boy. She had never seen Michael since she was born. The door to her room was closed.

"What's taking you so long to bring me those scissors, Miranda?"

Miranda walked out into the living room. Grandma was working on a new dress for Sister Amy. Amy was going to the school dance Friday night.

Grandma had the fabric all laid out. It was beautiful--small blue flowers on a light yellow background. Amy was one year younger than Miranda. She was going to the dance with Robert. Robert lived just down the road, and Mom and Dad liked Robert a lot. In fact, Robert was over for dinner just last night.

"I don't know what you don't know, sick or you sure are getting sick." Grandma was carefully pinning the pattern down to the fabric. "This is the second day in a row you been out of school. Now, aren't you worried about all the work you're going to have to catch up on?"

Miranda sat down on the floor next to Grandma. She picked up the pattern envelope and just stared at the picture of the dress on it. "I don't know, Grandma. There's only two weeks left of school, and we're not really doing anything so important now anyhow."

Grandma Johnson shook her head. "I just can't figure you out, Miranda. You have the whole summer to look forward to. You just got a letter saying you can go to that college. None of the Johnsons ever been in a college, not even to wash the floors. You ought to be the happiest girl in town."

Miranda looked Grandma in the face. She bit her lip. "I know, Grandma, and I am happy--about that."

"Well, what's the matter then? You been walking around here like a fat turkey at Thanksgiving. I ain't seen you so miserable since that little yellow cat of yours died."

Miranda was lining up straight pins end to end. "I don't know, I

make a dress for you too. And you got to do it, say so. Any more we you got to do the dance. She said me you like this for a whole lot."

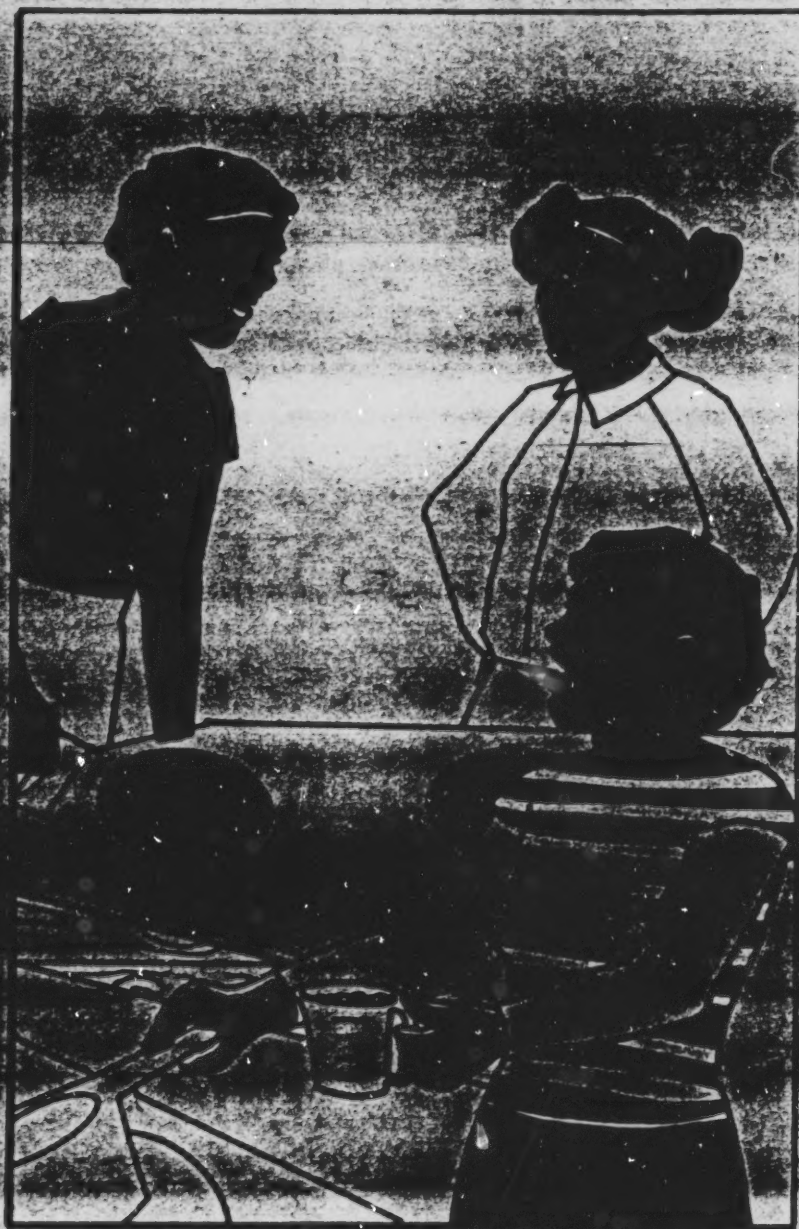
Miranda's mom came in the door. "Well, I sure am glad to see you outta your bedroom and talking to someone. But if you think you're going to stay home another day, you better change your way of thinking. Come on in the kitchen and help me get dinner ready."

Miranda's mom had a big bag of groceries. She always did some food shopping after work on Tuesdays. "Now tonight I thought we'd have chicken and rice and some of those homemade beans that Robert's mom sent over this morning. I'll put the chicken and beans in the oven."

"Bang." The front door slammed. Miranda had heard the bus coming all day. Now the mail carrier walked into the living room. "Hi, Grandma. Boy, that dress is going to be beautiful." She gave her grandmother a big kiss and walked into the kitchen.

"Amy, you know the way you slam that front door when you come in. I'm amazed we still have a front door. You want to change your clothes and help your sister and me get dinner doing? Your dad's going to walk in the door any minute now."

"Yeah, Mom. Oh, Miranda, I got something for you. It's a note from your friend Michael. I didn't read it. See, the envelope's still sealed." She handed Miranda the small white envelope and picked up her books off the kitchen table. "And, Miranda, I saw Jeanette this morning after homeroom. She said you can forget about coming over to her house on Saturday. Well, and I think she's mad at you. In fact, I think a lotta people are mad at you."



5.

1

389

Miranda held the envelope tight. She could feel the paper of it getting wet from her sweaty hand. "I don't care if everybody in Mid-Central High hates my guts. I'm going to be out of this town and at college soon anyway." She started up the stairs, went into her bedroom, and closed the door.

Miranda kicked off her shoes and sat on the bed. She took out the envelope and then carefully opened it.

Dear Miranda,

I've been missing you at school and I've been thinking about what you said on Friday. I still think we should go to the dance on Friday, but I see why you might not want to go.

I told my parents about you and me. I told them about the kids at school, and about the mean things they've been saying. I told them that I asked you to the dance coming up at Lockman's Hall on Friday, but that you said we better not go. My Mom said maybe you were right. She said she'd like to have you come over for dinner though. You could come Friday night.

Miranda, I still love you

Michael

Miranda lay down on her bed. She put the pillow over her head.

"Miranda, supper's ready. You want to come out and eat, or are you going to stay in your room all night?" It was Miranda's dad. She thought she must have fallen asleep because he was talking to her like she'd fallen asleep.

Miranda's mom came in and said, "Miranda, supper's ready. You want to come out and eat, or are you going to stay in your room all night?" She thought she must have fallen asleep because he was talking to her like she'd fallen asleep.

"Now, what's this? I hear you haven't been to school for ten days!" He looked into his daughter's face. "I know you're not sick, brown eyes, but something's wrong."

Miranda loved her dad. Sometimes she thought she might even love him more than her mom. But Dad wasn't going to be happy about this. He was going to be mad. He might even hate her, like her friends at school hated her.

"What's going on, Miranda? And what's this Amy was saying about people at school being mad at you?" Miranda's mom was putting beans and rice onto everybody's plates and passing them around. She looked worried and annoyed at the same time.

"Miranda's in love," said Amy.



8.

"That ain't nothing for people to be mad about. And that ain't nothing to be sad about, Miranda," said Grandma.

Miranda's dad was taking a rest on top of his chicken leg. "Who's this fella, Miranda?"

"His name's Michael Foster and he's the boy who..."

Miranda told her Amy that Michael Foster was the boy who...

she knew she was crying and her dad was looking at her real hard. She couldn't see him going to the other side of the cry.

"Oh, Miranda," said Grandma. "That's why you're not going to that dance."

"Mr. Foster had put up a list of all the couples and where they were supposed to sit at Lockman's Hall for the dance. The whole school saw Miranda's and Michael's names together. Mr. Foster put them at a table all by themselves in the back of the room. Now nobody's talking to Miranda or Michael, especially Miranda though."

"You know, Amy, I think you've said enough tonight. Why don't you let your sister do a little of the talking. Dad looked at Miranda again. He didn't look quite so upset. "So everybody hates you at school now. I didn't think something like this would ever happen to a smart girl like you." He kind of looked to himself and shook his head back and forth. "What are you going to do?"

Miranda pulled Michael's letter out of her back pocket and unfolded it. She looked carefully at his handwriting. Then she looked up at her mom, dad, grandma, and sister. "He says we don't have to go to the dance. It might not be such a good idea. He said his parents invited me over for dinner Friday. Maybe we could go to a movie after. Isn't it okay if I go?"

"I don't know what to say to you, Miranda. I can't believe you'd want to do this." This was the first thing Mom had said. Miranda had hoped at least her mother would be more understanding.

"Would it be okay if I went to my room? I'm not hungry." Miranda didn't wait for an answer. She just got up and walked out of the kitchen. She went into her room, closed the door, took off her shoes and sat down on the bed again. This time when she put the pillow over her face she cried. She thought about last Friday. Michael had said he would come back home after school every day. He would stay in his room until dinner time. Then he would come downstairs and eat with them. But now he was gone. She was happy and sad at the same time. She was a little scared. When before she had been so confident. The families set up outside the church and there was crowded around to see who got to sit closest to the band.

Miranda didn't look to see where she and Michael were supposed to sit. She went into the cafeteria and got her lunch.

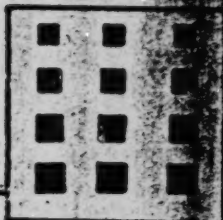
Suddenly there were about ten people standing around her. Some of them were her friends. Some of them she didn't even know. James Montgomery was the first one to pick up her milk and dumped it all over her lunch. She sat and watched it pour over the edge of the table and on over her lap. The other kids started laughing and she had some hard time not laughing too. She felt like she was being laughed at. She felt like she was being humiliated.

something. Miranda's head began to spin. That's the way that hate was. But the worst part was when Mr. Foster came in to see what was going on. He walked right up to her table and said, "So it's Miranda Johnson who's in the middle of this. Some people always have to be the center of attention. You know, Miranda, just between you and me, it's a good thing there are only two weeks left of school."

"Miranda, you want to open the door? I have something to say to you." It was Dad. Miranda got up and opened the door. "Grandma says she's got some blue and green material for a dress she can make you for Friday night. He looked into his daughter's eyes. "I'm sorry you two can't go to that dance. There's going to be a lot of people you two won't be wanted. You sure know how to make life rough on yourself." He hugged his daughter and walked back into the kitchen.



12.



MANUFACTURED BY
MARKETING DISTRIBUTION

Directions

1. Read the instructions and sample script.
2. Write a script of your own on sample paper.
3. Practice reading your script before you tape record.

Materials

Included:
Instructions
Sample script
Pictures
Blank tape

Needed:
Tape recorder
Pencil and paper

Tape Talk

INSTRUCTIONS

You heard workers tell about what they do, the tools they use, where they work, and the training they need in

Workers Talking Ear. Now it's your turn to talk (or sing).

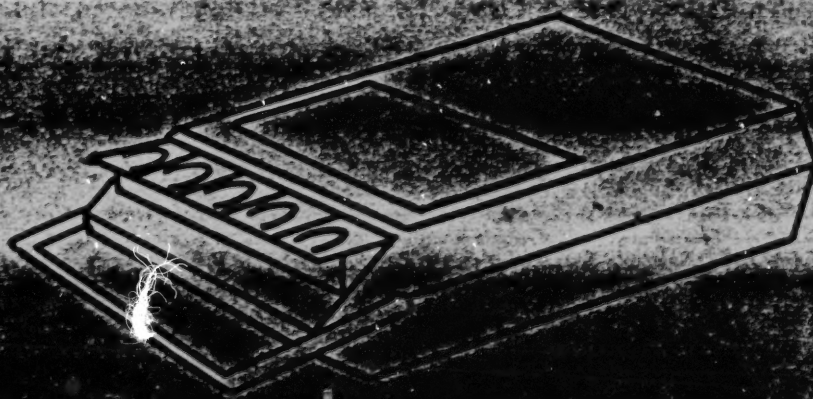
First, read the "Sample Script" on the next page. Then pick a worker whose job interests you. Make a script for you as the worker who does that job.

Your script should describe the skills and tasks you need on the job, a place where you got some training for your job, the tools you use and what they're used for, and the kind of place you work in.

Practice reading your script. Then record your Tape Talk.

How do you think it sounds?

Want to do it again?



Sample Script

Good morning. My name is Marina Chavez. I'm a textile designer, and I work for a company that makes sheets and pillow cases. My skills help me to design patterns for these things so that they are attractive to consumers.

How do I know what to draw? I look at books and photographs for ideas, and sometimes I look at designs from nature. I also check magazines and clothing stores. I go to fashion shows to see what types of patterns are selling best. When I'm designing patterns, I often use a computer to make designs. I also use a loom to make small pieces of fabric. Of course, I must also test the fabric to see how it will look when I decorate. When I design the weave of a fabric myself, I use small miniature looms. They're used for testing the fabric's strength and looks. I must also test to see how well dyes take to the fabric. When I use a weave I haven't designed, I must research to see what kinds of dyes to use. Once I've decided on some possible designs for a certain fabric, my boss looks over my work and chooses the design that will be advertised and sold.

I learned my trade by taking art classes in high school. Then I took a major in textile design at a school of art and design.

Now I work in my own office at the company office building, where I keep my supplies, and in my studio at home.

I enjoy my job because I'm always thinking up new designs and get to do a lot of drawing and painting. Sometimes when I go shopping, I see my own designs in the stores. It makes me feel good to think that the sheets and pillow cases I've designed are sending people off to sleep.

Marketing and Distribution: Concentration



Directions:

Read the directions
inside to use this
activity.

Materials:

Included: 20 concentration
cards (5 suits), directions.

Needed:
None

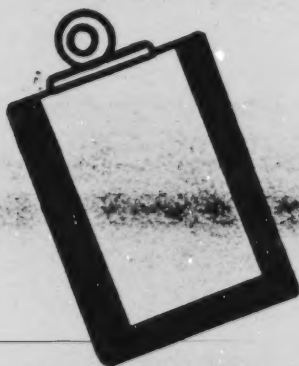
MARKETING AND DISTRIBUTION CONCENTRATION



TRUCK DRIVER



COMMERCIAL ARTIST



BUYER



B6-J&R-



B6-J&R-5



B6-J&R-



B6-J&R-5

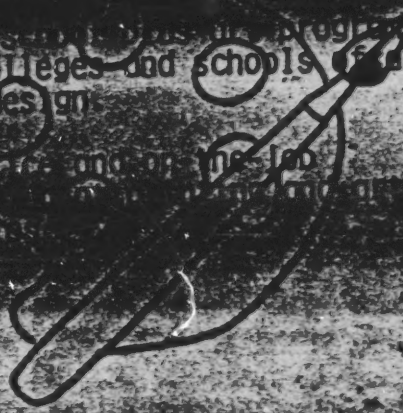
Tractor-trailer
experience. Must have
(four years)

driver's license (helps)

Mechanical experience.

presentations in program
of colleges and schools of art
and design.

and on-line lab
and on-line lab



Cut-out four cards on vertical and horizontal lines.

Local and Long Distance TRUCK-DRIVER

Tools and Equipment

Loading ramp, jumper cables,
hand tools, tools.

CB radio.

Dispatch order, schedules,
maps, log book, insurance card,
bill of lading, manifest.

COMMERCIAL ARTIST

Tools and Equipment

Personal portfolio, collection
of typical or best past work.

Light table, drawing board,
drawing pens, pencils, eraser,
ruler, compass, straight edge,
brushes, ink, paint, paper.

Business cards, letterhead,
phone book, address book,
calendar, clock, telephone,
radio, TV, refrigerator, stove,
washer, dryer, furnace, air
conditioner, etc.

SALES REPRESENTATIVE

Tools and Equipment

Product samples, descriptions,
and price lists.

Telephone, vehicle.

Business records, calculator.

BUYER

Tools and Equipment

Fashion or home decor
magazines, newspapers.

Order and merchandise return
forms.

Merchandise samples.

Manufacturer's catalogue,
tickets.



Cut out four cards on vertical and horizontal lines.

Skills and Tasks

Transports goods from farms
and ranch owners to

markets and inspects
goods for quality.

Keeps accurate freight bills,
receipts, delivery and service
logs.

May do minor mechanical repair.

Uses artistic talent and
training to help employers
publicize and sell products.

For the large ones, design
of labels, signs, or shop-
ping, store shopping bags,
schedules, and magazine ads.

Communicate

clearly.

Cut out four cards on vertical and horizontal lines.

ACCOUNTANT

ACCOUNTANT

ACCOUNTANT

ACCOUNTANT

Training

Tools and Equipment

Receipts and other records of
business transactions.

Lead, reference books and
profit-and-loss statements.

Calculator

Contracts.

High school plus 1 year pro-
grams at community colleges,
business schools, universities,
or related services.

Courses in accounting, auditing,
taxation, and business law.

Four to six years of college
required for specialization
or teaching.

Cut out four cards on vertical and horizontal lines.

DIRECTIONS

There are 5 suits: Accountant, Buyer, Commercial Artist, Sales Representative, and Truck Driver.

OBJECT: Have the most suits after all the cards have been taken.

SET UP: Shuffle all 20 cards and spread them dollar-side-up on the table.

PLAY: 1. Turn 4 cards over.

2. When you turn over 4 cards of the same suit, read all 4 cards, and keep them.

3. When you take a suit, you get another turn.



GAME VARIATION:
Players turn over
2 cards instead of
4. Two cards make
a suit.

ACCOUNTANT / SALES REPRESENTATIVE

B6-J&R-4

Marketing Magic: The Tape Trip



Directions:

Read comic book.

Materials:

Included:
Comic book

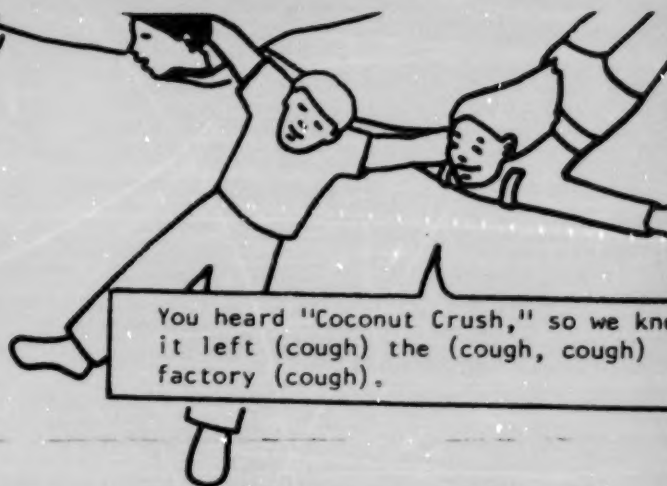
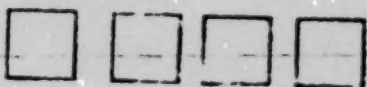
Needed:
None

410



Story by
Connie Gans

Recording Sounds
Manufacturing Inc.



Trudy Tucker, a long distance truck driver, hauls goods from factories over long distances in her diesel powered tractor-trailer. Clem, call Trudy on the CB radio. Let's see if she can help us.



23 Skidoo. This is 2C calling Trucker Tucker. Trucker Tucker, are you there?

Kiddle-E-Divey-2. This is Trucker Tucker. I'm in a traffic jam. Meet you at Meaty's in 30.

Half an hour later...

"Coconut Crush"! What a song! I listened to it on my tape deck in my truck while I was hauling a load of "Coconut Crush" tapes. I'll look through my old dispatch orders to find out where I delivered it. My daily activity log will give me information about it, too. How's your Meaty Burger, Matt?





I remember buying a lot of Coconut Crush". Adda Figure, our accountant, told me it wasn't selling. I forget why. Adda handled the problem for me. I was so busy then. Excuse me, please, while I answer some phones.



Hello? Adda! I was just talking about you. Say, do you remember what happened with the "Coconut Crush" dud? Okay, Clem and Clara and Matt will come over to get the information. I have to talk to some of the clients who are lined up at my office door. Bye.

Ms. Breyer? Your flight to Liverpool will be delayed. Departure time is now 2 a.m.

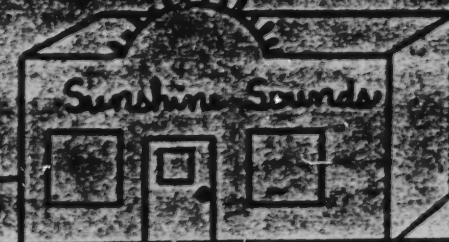
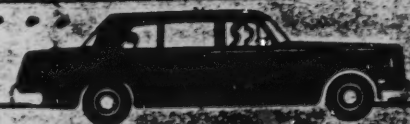


Riding in the car, Matt remembers...



Ah...Deandreal! What a dancer! And "Coconut Crush"...what a song! And my cassette! I worked hard and saved a lot to get this. Boy, I'm so proud!

When we get to the store, we buy "Coconut Crush" cassette. They'll be dancing down the street behind us.

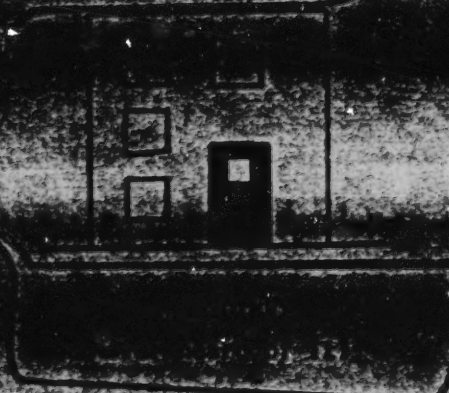


Nope. Sorry.

Have you heard "Tomato-Potato"? Try it! You'll like it!

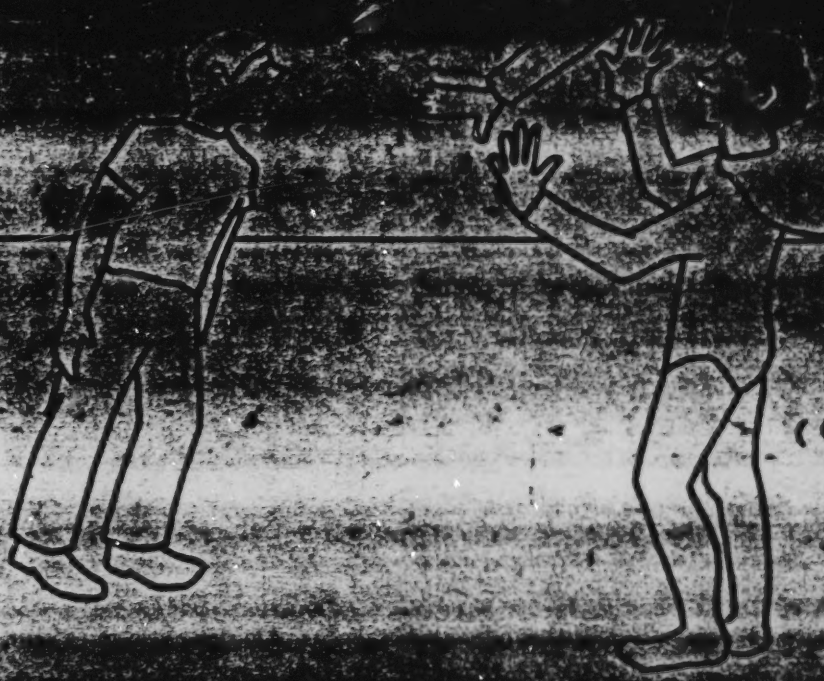
No, thanks.

The catalog doesn't list any song called "Coconut Crush"—here or in New York or in California, or in the world!





I've tried every-
where. I've asked
everybody. I don't
know where to go
for help now. Oh...
"Coconut Crush."
where are you?

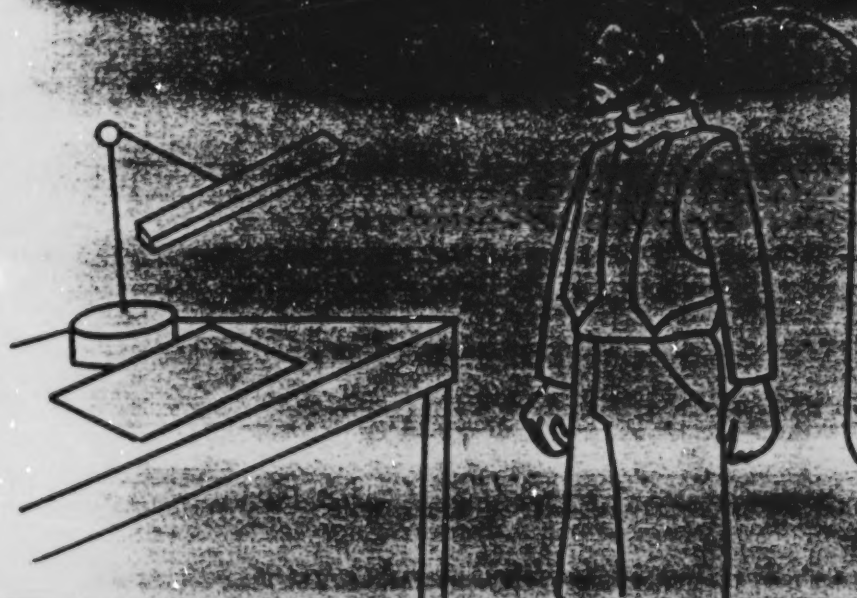


Consider
Clare—
we know
Marketing
Dis...

You've checked out all the store clerks...
there are lots of other workers involved in getting tape
records into stores for clerks to sell. We'll show you.



Here's the "Coconut Crush" account. Only a few copies sold. We were losing a lot of money on it, so Sketch Padd, our commercial artist, redesigned the whole package. Want to talk with him in his studio?



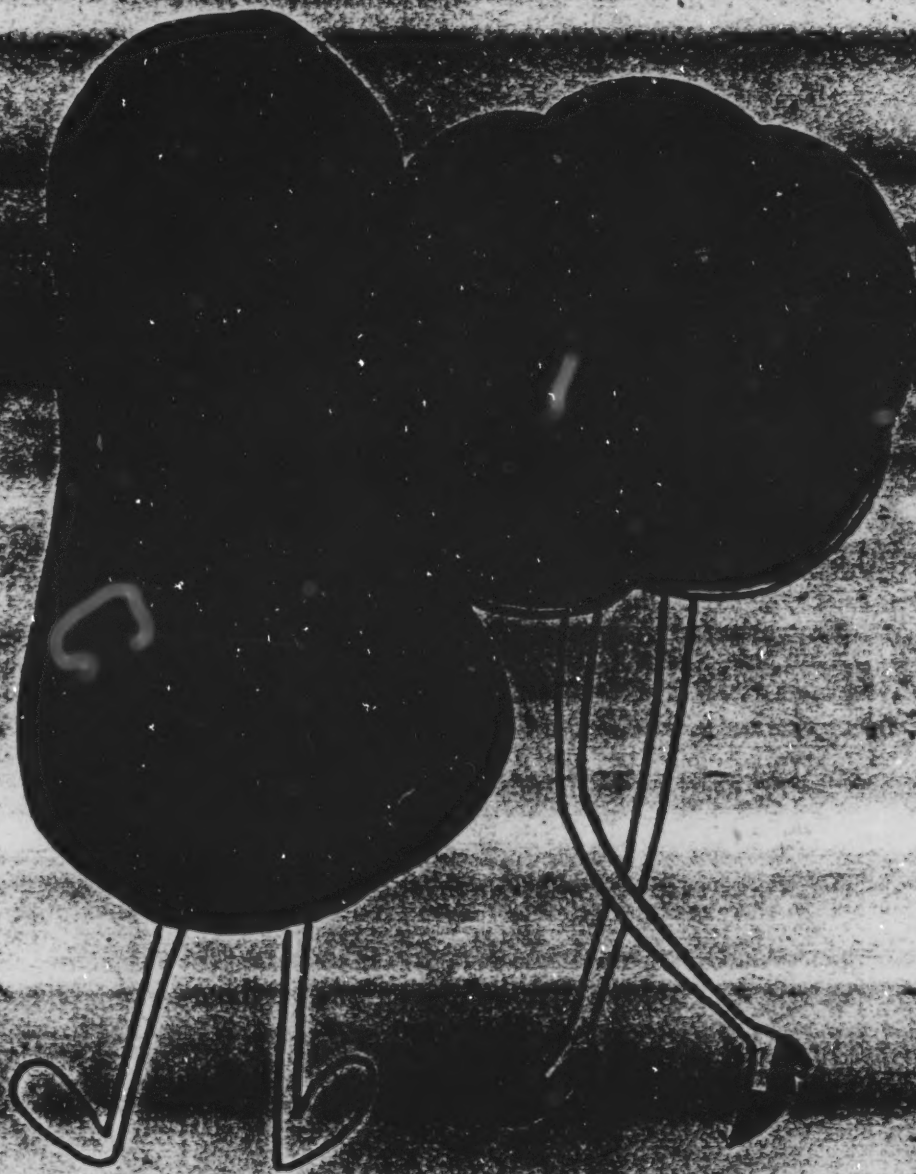
so they never sound like record or tape. I redesigned the whole cover. I redesigned the illustration, a different picture from the song. I redesigned the cover. I redesigned the cover. Since then, our record representatives have been selling it to record and tape retail outlets so fast that we're planning a follow-up series using the same picture.

*retail outlets are stores



T
o
m
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t
o

P
o
t
a
t
o





So, it was in the store, but the name wasn't the same!

Thanks a lot. I
sure learned a
bit today. Can
we do it again
sometime?

Hey, Matt! Am I glad to find
you! Want to come with me to
a dance tonight? Remember
"Coconut Crush"?

Sure.
We'll
love to.
So long.



Deandreal. This is too good to be true!
Have you heard "Tomato Potato"? No?
Well, have I got a surprise for you!

Facts Match



Directions:

1. Read the fronts and backs of all cards.
2. Shuffle cards, and put them in a pile, facts-side-up.
3. Read cards one at a time, and put each one in its correct space on the game board.

Materials:

Included:

Game board
24 Cards

Needed:

None

Tools And Equipment

Tools And Equipment

Work Places

Work Places

Skills And Tasks

Skills And Tasks

Training Needed

Training Needed

Union
Representative



Chemist



Tools And Equipment

Tools And Equipment

Work Places

Work Places

Skills And Tasks

Skills And Tasks

Training Needed



**Assembly
Worker**

Training Needed

**Textile
Designer**



And Equipment

Tools And Equipment

Skills And Task



Technician



ASSEMBLY
WORKER
B6-J&R-3

ASSEMBLY
WORKER
B6-J&R-3

ASSEMBLY
WORKER
B6-J&R-3

ASSEMBLY
WORKER
B6-J&R-3

SKILLS AND TASKS

Repeats one task (usually assembling or packaging one type of item) over a full working day.

May operate machinery or use hand tools.

Must be accurate and safety conscious.

WORK PLACES

In production line factories which produce or package just about anything that can be found in stores, like:

food,
clothing,
cosmetics,
toys,
tools,
books,
hardware,
vehicles,
precision instruments,
medication,
records,
tapes,
furniture, and

just about anything you can name.

TRAINING NEEDED

On-the-job.

TOOLS AND EQUIPMENT

Special protective clothing, such as:

ear plugs or
safety glasses.

UNION
REPRESENTATIVE
B6-J&R-3

UNION
REPRESENTATIVE
B6-J&R-3

UNION
REPRESENTATIVE
B6-J&R-3

UNION
REPRESENTATIVE
B6-J&R-3

SKILLS AND TASKS

Investigates complaints from union members.

Interprets work contracts and mediates disputes between workers and management.

Speaks for workers about things like salary raises and better working conditions.

Informs workers about their rights and the best ways to protect them.

Helps workers file grievances (official complaints) by counseling them and giving special classes.

Meets with company management and other officials.

May help union members find housing or medical aid.

WORK PLACES

Offices at:

plants,
factories,
mills,
foundries,
schools, and
union headquarters.

"Pits" (conference rooms where union representatives and top management negotiate).

TRAINING NEEDED

On-the-job training as a union member and as a company member.

College courses in public speaking and political science are helpful.

TOOLS AND EQUIPMENT

Legal reference books and documents such as:

contracts,
grievance papers, and
current union literature.

Vehicle.

Telephone.

Expense account.

At some work sites, hard hat and safety glasses.

WELDER
B6-J&R-3

WELDER
B6-J&R-3

WELDER
B6-J&R-3

WILDER
B6 J&R-3

SKILLS AND TASKS

Uses heat and sometimes pressure to fix and build metal objects.

May specialize in one welding technique, such as:

arc or electric welding (uses heat from electricity that jumps from an electrode tip to the metal),

gas or acetylene welding (uses heat from burning gases to melt metal),

resistance welding (uses electricity and pressure), and

atomic welding (uses an atomic hydrogen arc).

WORK PLACES

Factories that manufacture metal products.

Shops which repair metal parts of ships, buildings, automobiles, pipes.

Underground and underwater pipelines.

Production line welders do repetitive work at one work station, while more skilled workers do varied types of work.

TRAINING NEEDED

Vocational school courses in drafting, blueprint reading, metal, and welding.

On-the-job apprenticeship programs (3 years leads to certification).

High school physics is helpful.

TOOLS AND EQUIPMENT

Blueprints.

Welding torch, welding rods, torch tips, welding mask.

"Leathers" (protective gloves and sometimes coat).

Electrodes and electrode holder.

Rig (includes generator or gas source).

C clamp (holds metal in place).

Slag hammer or chipper (cleans up leftover metal after welding).

Grinder (smooths rough metal beads along welding lines).



SKILLS AND TASKS

Uses machine tools and hand tools to shape metal blocks into tools and parts used to build or repair engines or other machines. Plans steps and selects tools, based on blueprint specifications. Maintains and repairs equipment and machinery. Measures and checks accuracy of all work, up to 1/10,000 of an inch. Assembles finished parts. May operate varied machine tools, or may make one type of object (like ball bearings). Some operations performed by machinists: setting up, cutting, dowel fitting, drilling, boring, filing, grinding, and planing.

WORK PLACES

In industrial areas at:

machine shops,
production departments of
metal-working factories, and
maintenance and repair shops.

TRAINING NEEDED

Vocational school courses in machine shop and mechanical drawing.

On-the-job apprenticeship programs (four years) include classroom training in math, science, blueprint reading, technical drawing and mechanics.

High school courses in algebra, geometry, and physics are helpful.

TOOLS AND EQUIPMENT

Machine tools (power driven tools which hold a metal block in place while it's formed to the exact size and shape needed).

Lathes (machines that shape metal or wood by turning rapidly against the edge of a cutting tool).

Broaches (tapered bits pulled through holes to make them bigger).

Measuring tools such as calipers, gauges, micrometers, scales.

Hand finishing tools such as files, scrapers, wrenches, and screwdrivers.

Safety glasses and steel-toed boots.

MACHINIST
B6-J&R-3

MACHINIST
B6-J&R-3

MACHINIST
B6-J&R-3

MACHINIST
B6-J&R-3

781110
781-22

SKILLS AND TASKS

Designs weaves, knits, and decorative patterns for cloth.

Studies fabric construction and researches best uses for different kinds of fabrics.

Tests strengths and weaknesses of fabrics.

Compares fabric printing processes.

Travels, reads, and meets with buyers and others in the fashion industry to get new ideas and to find out what people are buying.

Attends fashion shows and textile industry shows.

WORK PLACES

Offices and studios for textile companies, usually in cities.

Freelance textile designers may work at home.

TRAINING NEEDED

High school art classes.

Schools of art and design.

Fashion schools.

TOOLS AND EQUIPMENT

Paper, paint, brushes.

Drawing board and pad.

Ruler.

Cloth and yarn.

Small test looms and knitting machines (to test strength of new weaves and knits).

Fabric samples.

Telephone.

Textile trade and fashion periodicals.

Camera.

TEXTILE
DESIGNER
B6-J&R-3

TEXTILE
DESIGNER
B6-J&R-3

TEXTILE
DESIGNER
B6-J&R-3

TEXTILE
DESIGNER
B6-J&R-3

SKILLS AND TASKS

Researches, tests, and experiments to make scientific discoveries. Uses facts to create new compounds like synthetic fuels or food preservatives. Improves products according to manufacturer's standards. Studies composition and properties of matter. Tests samples to determine or analyze their ingredients. Conducts quality control tests. Uses charts, graphs, and reports to record the results of observations, tests, and experiments. Prepares batch sheets (instructions which tell what kinds and how much of ingredients to use to get a result, and how to mix the ingredients). Teaches lab skills and procedures. May supervise laboratory activity. May do technical writing or sales work.

WORK PLACES

Well-lighted labs, offices, libraries, and classrooms for:

private industry,
non-profit research organizations,
colleges,
government agencies, and
market research firms.

TRAINING NEEDED

College degree (four years B.S.) in chemistry for beginning positions like lab or research assistant.

Graduate training required for research or teaching positions.

On-the-job training.

TOOLS AND EQUIPMENT

Ruler.

Microscope.

Gloves.

Hypodermic needles.

Electric scale (to measure tiny amounts).

Tweezers.

Elemental analyzing machine.

Sample bottles and test tubes.

Batch sheets (like recipes).

Recorder (draws lines on graph paper).

Porosimeter (measures size and amount of air space in materials).

Pollution testing instruments.

CHEMIST
B6-J&R-3

CHEMIST
B6-J&R-3

CHEMIST
B6-J&R-3

CHEMIST
B6-J&R-3

Workers Talkin' Out



Directions:

Listen to taped song; look
at pictures and read lyrics.

Materials:

Included:
Taped song
Pictures
Lyrics

Needed:
Tape recorder



WORKERS TALKING OUT

We got what we wanted
But it took some time.
We'll tell you our stories,
Gonna make 'em rhyme.

Yeah, we got what we wanted,
Though it took some time.

We're gonna tell you our stories,
Gonna make 'em rhyme.



UNION REPRESENTATIVE

A union is a group of workers who unite
For safer working conditions and a better working life.
I represent these workers; I'm a union rep.
The promises management makes me must be kept.

I help workers understand what their work contracts say.
And make sure they are not overworked or underpaid.
When a contract is broken, a grievance is filed.

I keep workers informed of all their rights.

When union members have complaints about the work place

I work at offices, stores, factories
Where hundreds of workers have turned

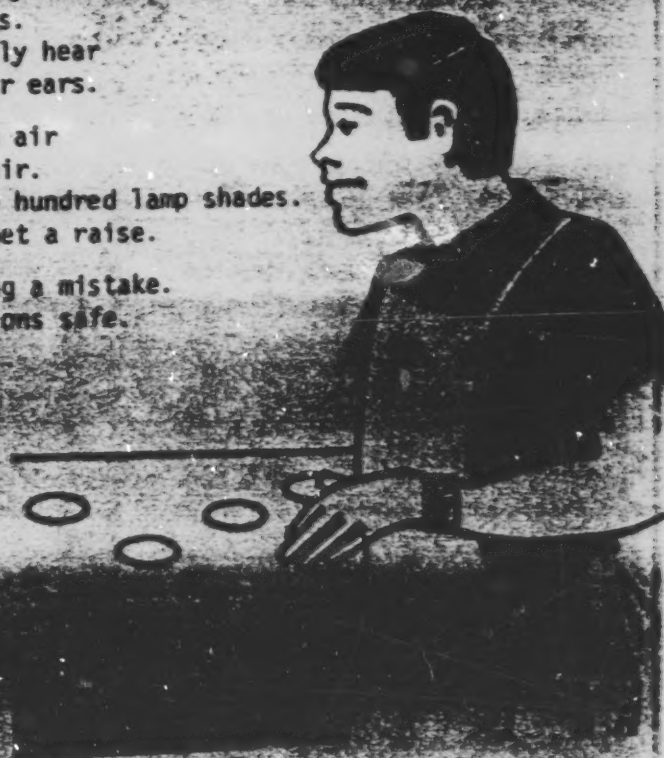
ASSEMBLY LINE WORKER

This job is not for everyone although it pays;
I do one task over and over for days and days.
Well I never went to high school, I preferred to play cards;
And the training here lasts just one day and learning's not hard.

I work eight hours a day, get paid an hourly rate,
I get to put my feet up on my coffee breaks.
The noise is so loud, sometimes I can hardly hear
The worker beside me. We wear plugs in our ears.

At lunch I go outdoors into the good fresh air
But I can still smell the factory in my hair.
Each hour I sew one hundred covers for one hundred lamp shades.
If I can set at least two hundred, I may get a raise.

It's hard to work so quickly without making a mistake.
I am thankful that the union makes conditions safe.





INDUSTRIAL CHEMISTS

Some folks don't understand the chemists' working groove. They think that good science should try to improve everything. But the way we work with has a natural form. It's not a matter of making things that are so small.

Quality control inspection is part of our day. That's how we get the finest products for you.

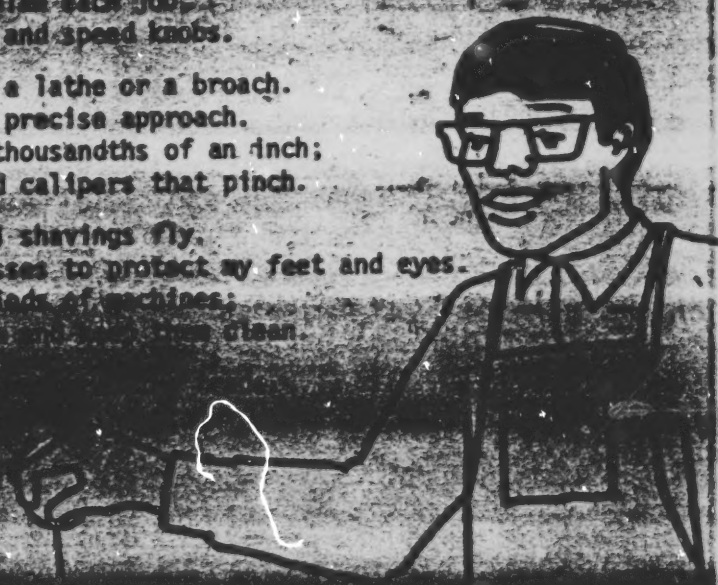
MACHINIST

I use machine tools and hand tools to shape metal into parts of engines and machines and things like shopping carts. I look to blueprints first so I can plan each job. Then I pick my tools, adjusting feed and speed knobs.

The metal block might be shaped with a lathe or a broach. Then I file it down by hand. It's a precise approach. My products must be measured to ten thousandths of an inch; I check my work with a micrometer and calipers that pinch.

When I work with the lathe, the metal shavings fly. I must wear steel toed shoes and glasses to protect my feet and eyes. I have a broad knowledge about all kinds of machines; I repair them and make parts for them and keep them clean.

After a good day's work, I feel proud.



WELDER

I make metal one piece where there once were two.
I also cut and shape metal. There's so much I can do.
Reading blueprints, I find where and how to weld,
Then choose electrodes or gas to make the metal melt.

I clamp the metal parts tight so that they stay in place,
And I wear "leathers" and a mask to protect body and face.
The light flows in an arc from the electrode tip.
Bright, hot sparks melt the metal real quick.

Metal parts melting soft form a bond so tight,
When it hardens, it's forever. They're one piece now. Right!
I work in factories and shops where metal is used.
I've helped with pipelines and ships. My skills are never refused.

A welder can join metal parts from boxcars to pipes.
I have a trade that can be useful all the rest of my life.



TEXTILE DESIGNER

I change ideas into fabric, and to get a good start
I travel all over to see patterns and art.
Seeing what people like to wear helps me to make new designs
Using a ruler, cloth, paint, even a camera sometimes.

If you think fabric's just clothes, I'll tell you something new:
I design sheets and towels, chair coverings too.
Wallpaper and drapes are made of fabric, true
Woven with different types of minerals with special looms.

I know how fabric's constructed, how the prints are applied.
I'm an artist and a scientist at the same time.
I learned at fashion school how the public to please.
Now I work in an office for a textile company.

Without me your clothes would be plain and bland,
But I brighten people's threads all over the land.

Business Is Blooming



Directions:

Read the story and
about review questions

Materials:

Included:
Story
Pictures
Review questions

Needed:
None

Business is Blooming



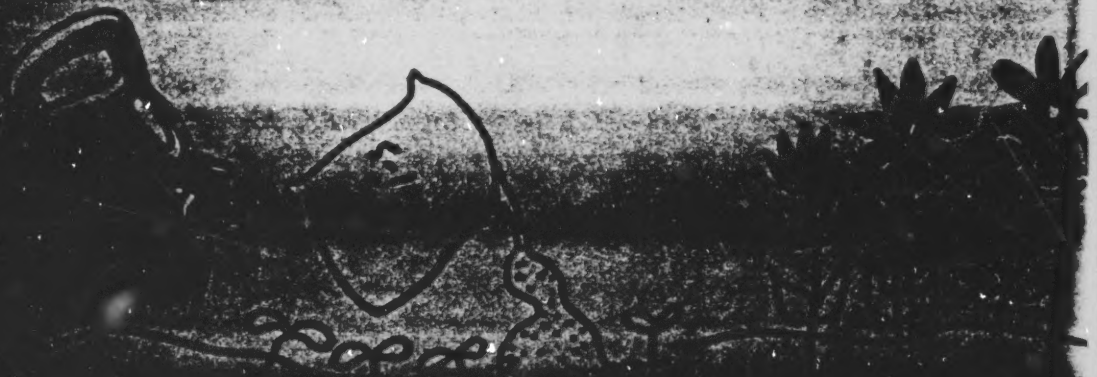
**story by
Pat Hoppe**



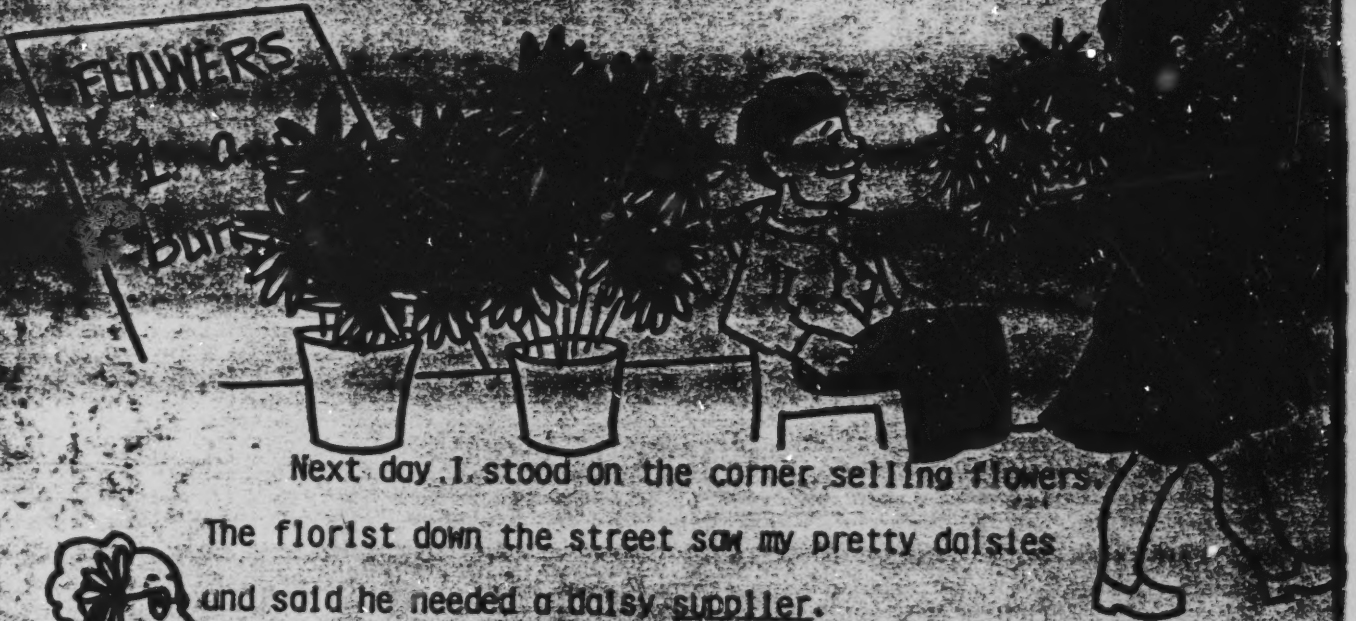
This spring I was all prepared to make some money. I had decided early in the year to sell flowers. Now to sell flowers you have to plant flower seeds. And you need a place to plant— in a garden. So I worked the ground just as early as I could. Then I planted the seeds and watered them.

In a week I started weeding and kept on watering. Every so often I would fertilize the plants. Seeds, water, and fertilizer were my raw materials.

Soon the flowers were blooming. I picked the mature flowers. They were my product.

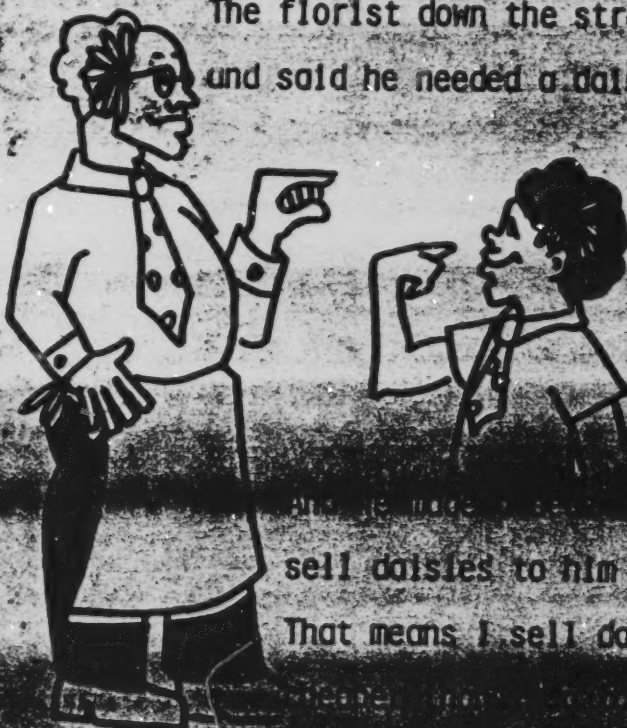


I made a sign that told the price of the flowers. This would help to advertise my product and people would know how much to pay. If Janey gave me some money for some flowers, that would be a sale. Janey would be the consumer and I would be the salesperson.



Next day I stood on the corner selling flowers.

The florist down the street saw my pretty daisies and said he needed a daisy supplier.



And he wanted to buy them. I would sell daisies to him wholesale.

That means I sell daisies to him

street

That night I had made a lot of profit. That's the money I earned after paying my expenses. My expenses were aluminum foil to wrap the ends of the flowers and my sign to advertise.

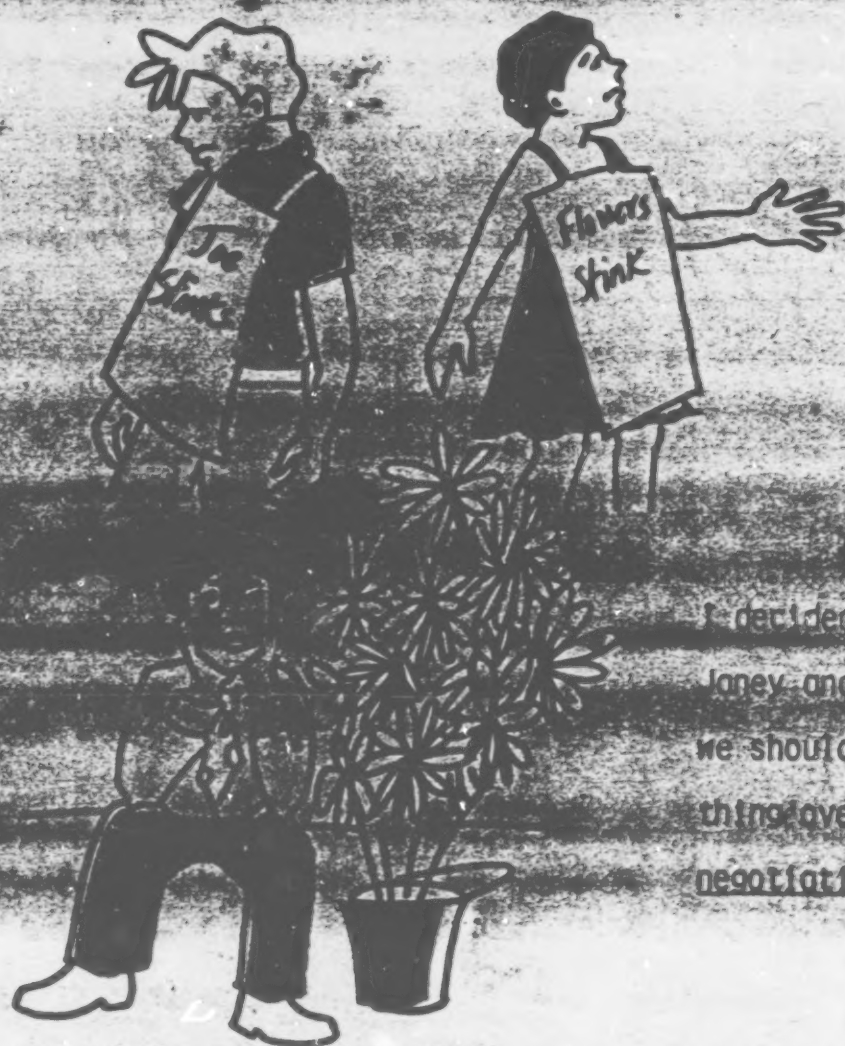


Sundays were big flower selling days for me. I needed extra help to sell. I hired Janey and Peter to sell flowers down by the two busy street corners, and I sold on the third corner. Janey and Peter were my employees, or hired labor. I was the manager because I told them where to sell, what to charge, and what to say to customers. What I paid them

is a wage.

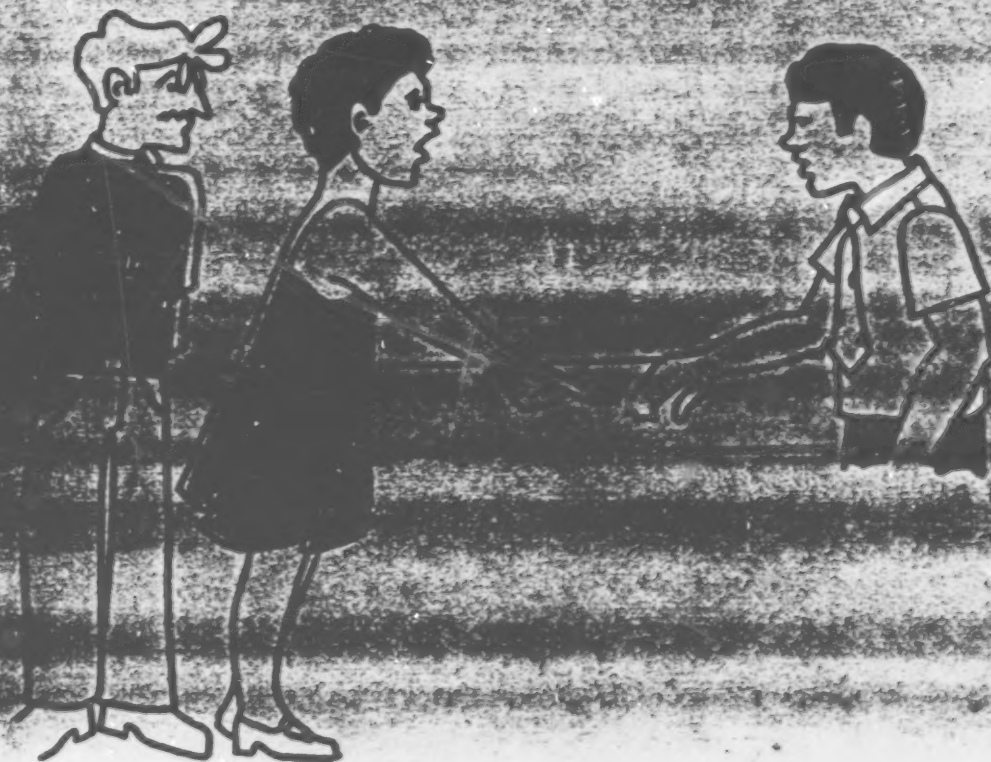
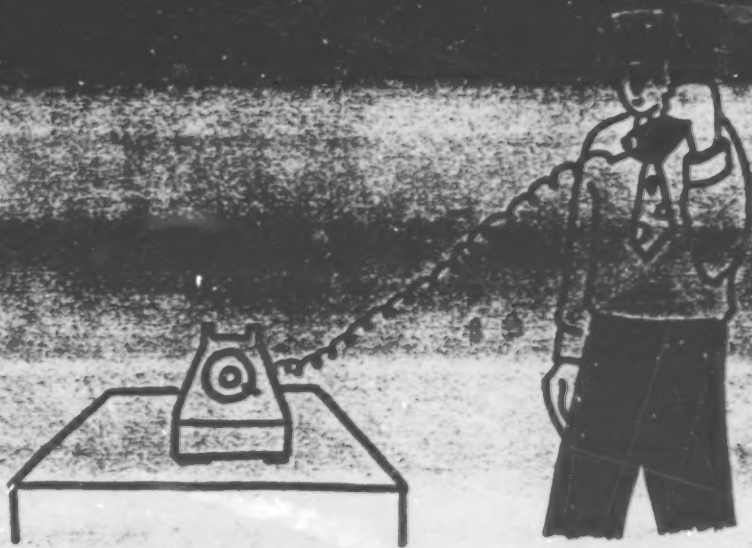


Then they decided not to sell any flowers one Sunday but marched up and down with signs instead. I was with the boy they demanded. That was a mistake. The children were angry with me for selling flowers because I was a cheapskate. That was a boy's name. Then I was really in trouble. I was not making any money.



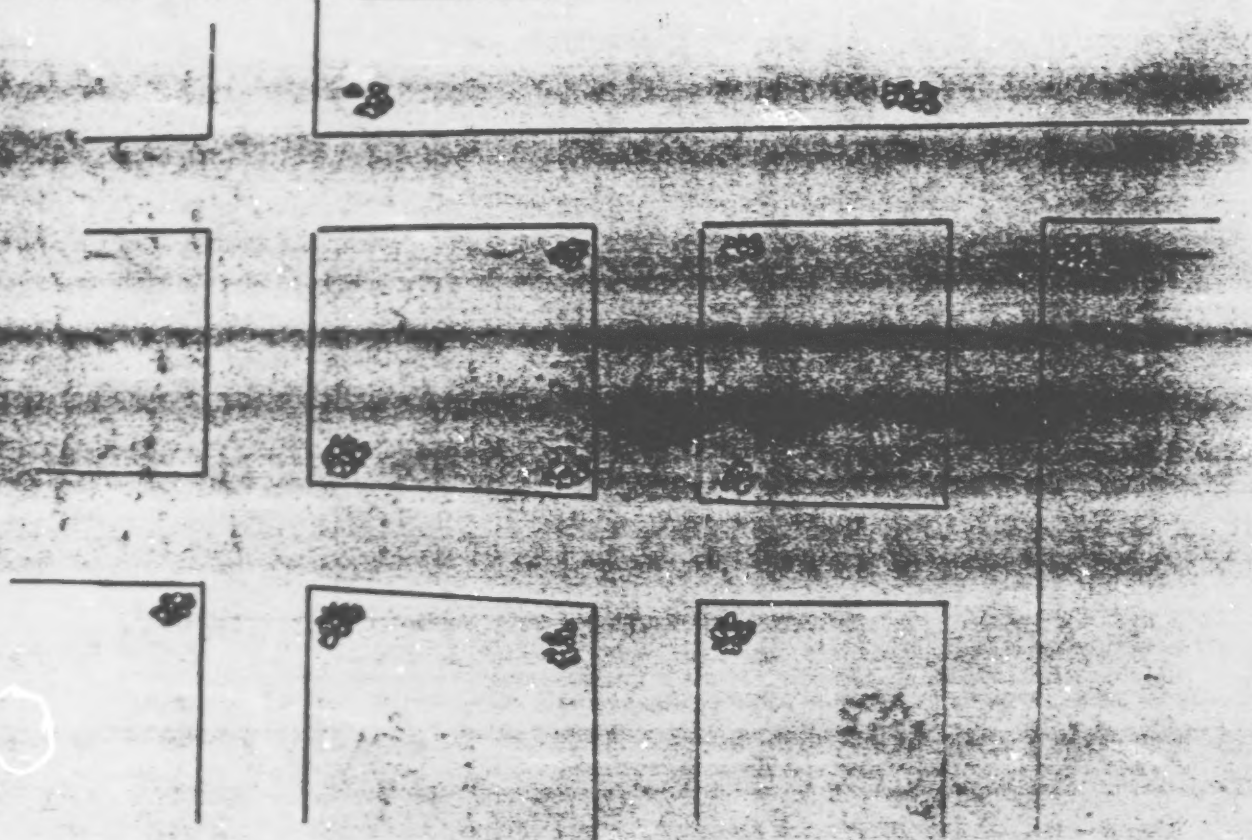
I decided to convince Janey and Peter that we should talk everything over. That's negotiation.

We were deadlocked.



Then finally we
agreed on a price
somewhere in
between. That was
a compromise.

Now, as you can see, business is booming, but not just for me. That's my competition.



I don't want to lose my customers, and I don't want to lower my prices, so I guess it's time to add a service instead.



REVIEW QUESTIONS

1. What were the raw materials?

2. Name the product.

3. What does a consumer do?

4. What is wholesale and who pays it?

5. What is retail and who pays it?

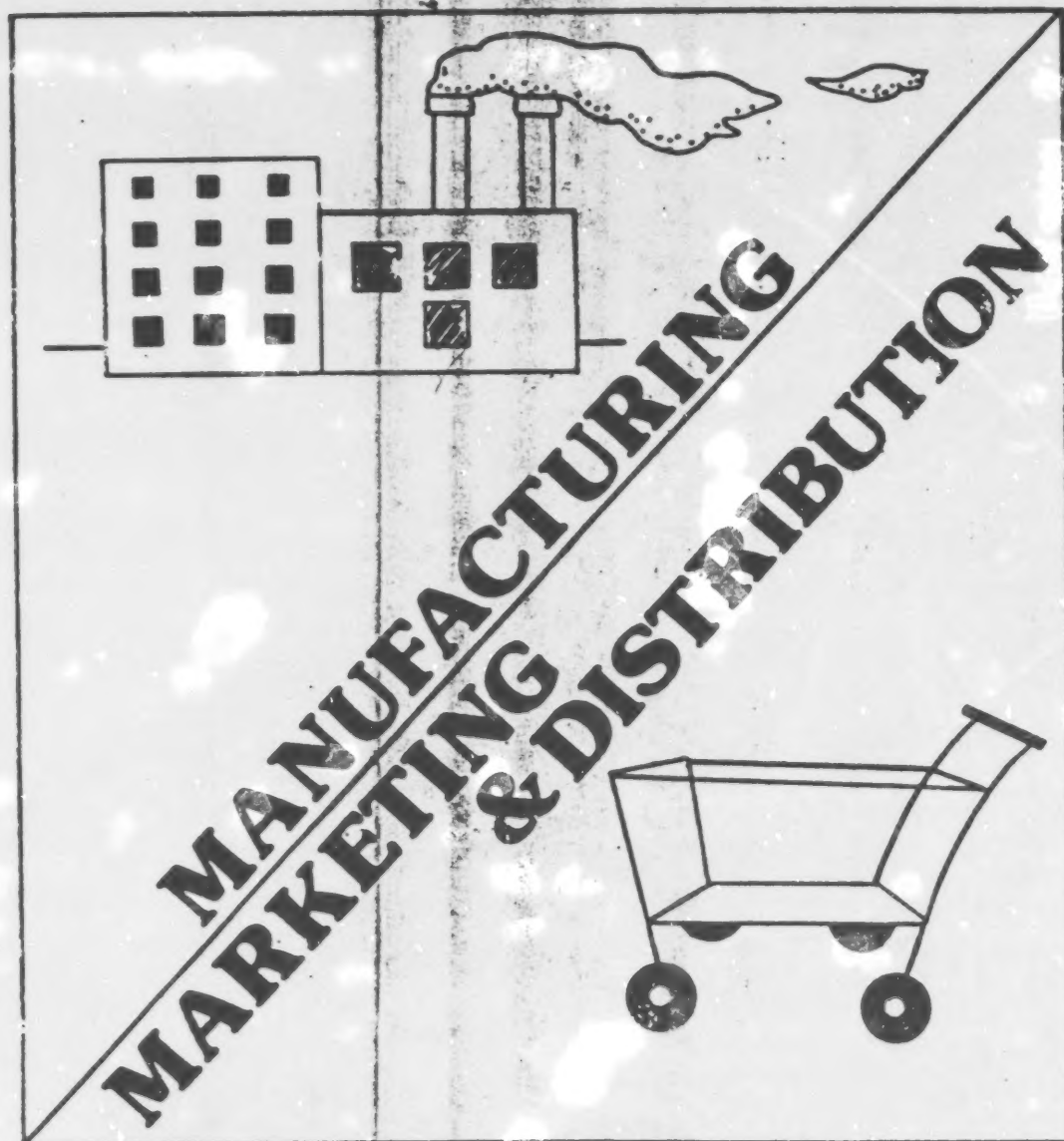
6. What is profit?

REVIEW QUESTIONS

7. Name the two employees.
8. Why did Janey and Peter call themselves a labor union?
9. What is a strike?
10. What is a boycott?
11. Explain negotiation and compromise.
12. What is competition?



4 Goals--Step by Step



Directions:

1. Read the stories in B6-DMGA-5, B6-DMGA-6, B6-DMGA-7, and B6-DMGA-8.
2. Follow the directions inside to play a card game.

Materials:

Included:

- 4 Game boards
- 40 Playing cards

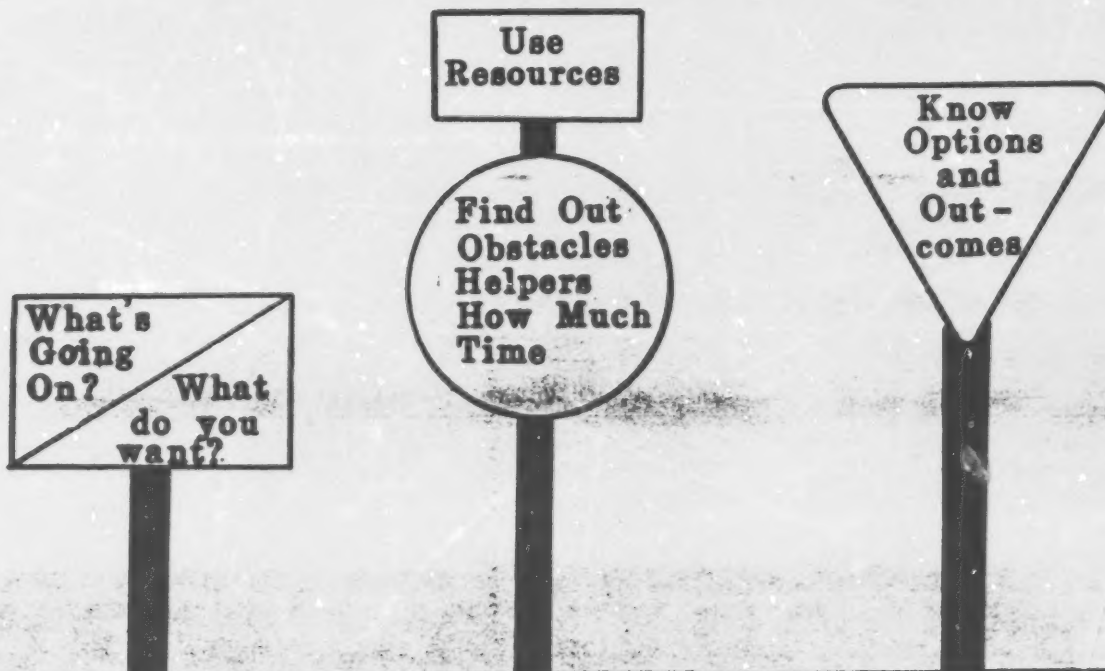
Needed:

- B6-DMGA-5
- B6-DMGA-6
- B6-DMGA-7
- B6-DMGA-8

DIRECTIONS

SET UP:

1. Choose and read one of the goal stories ("Jezze's the Name/Adventure's the Game," "Lefty's Leather," "Sailboat Sale," "Work-Study-Wheelies"). The name of the story you choose will be the name of the card suit you play in this game. Keep the story to use as a reference while you play.
2. Take one Decision Making/Goal Attaining Pathway and Mountain game board.
3. Shuffle and deal 4 cards to each player. Players put their 4 cards sign-side-up along the top edge of their game boards.
4. Put the remaining cards sign-side-up in a deck between the game boards. Make a discard pile next to the deck, with all cards placed sign-side-up.





GOAL

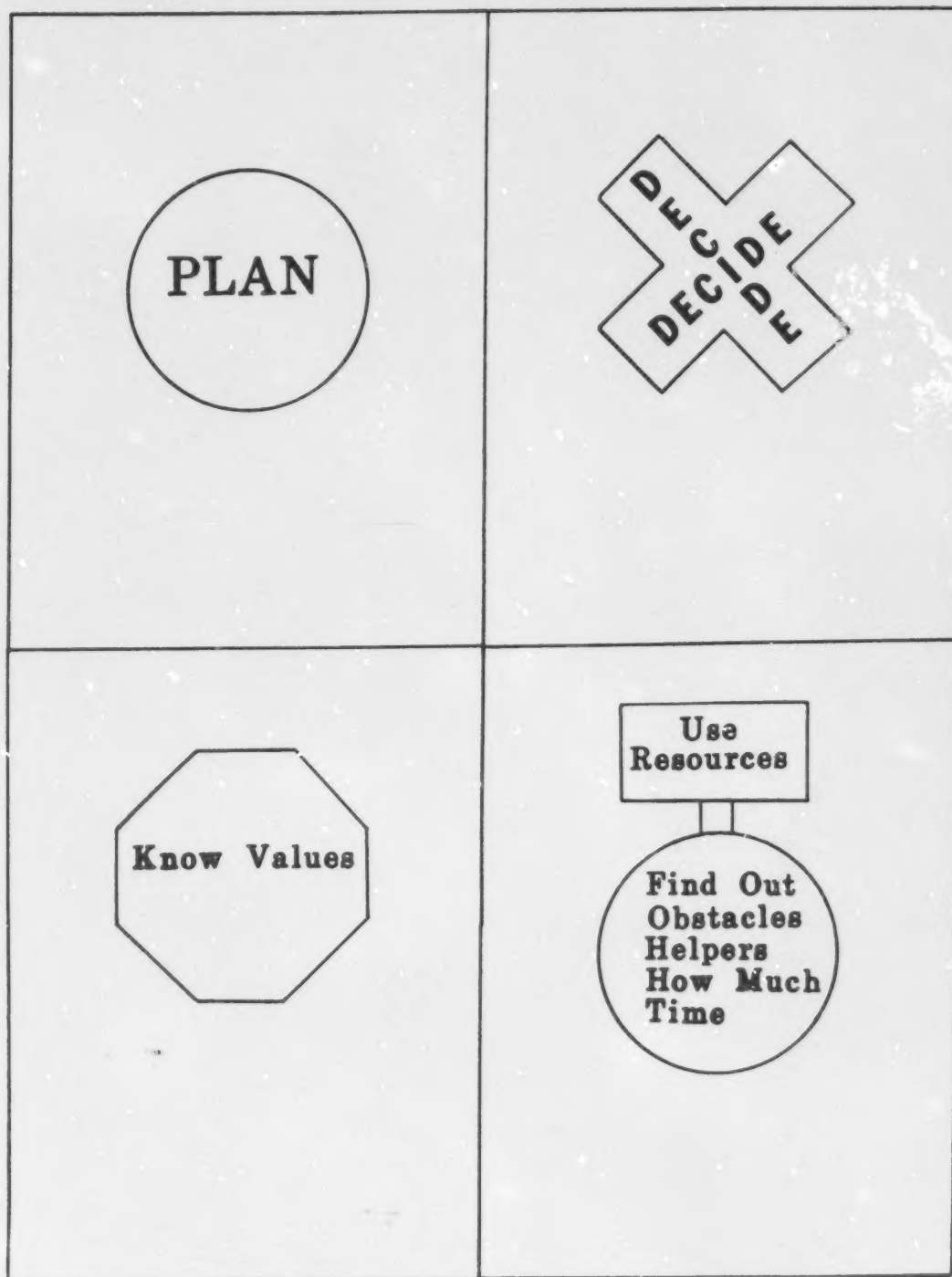
**MODIFY
GOAL**

(IF NECESSARY)

**CHECK
PROGRESS**

ACT

PLAN



X Cut out 4 cards along vertical and horizontal lines.

WORK-STUDY WHEELIES

I decide to try to convince the shop owner, sales manager, and guidance counselor to set up a work-study course in motorcycle sales.

B6-DMGA-9

WORK-STUDY WHEELIES

Resources:

Reading - Work-study program guide, telephone book.

People - Talk with guidance counselor and sales manager.

Experience - Visit a motorcycle sales shop.

Find Out:

Obstacles - A motorcycle sales course is not offered in the work-study program.

Helpers - Guidance counselor, sales manager, shop owner.

Time Needed - 3 weeks.

B6-DMGA-9

WORK-STUDY WHEELIES

Prepare speech to convince shop owner, sales manager, and guidance counselor to offer a work-study course in motorcycle sales.

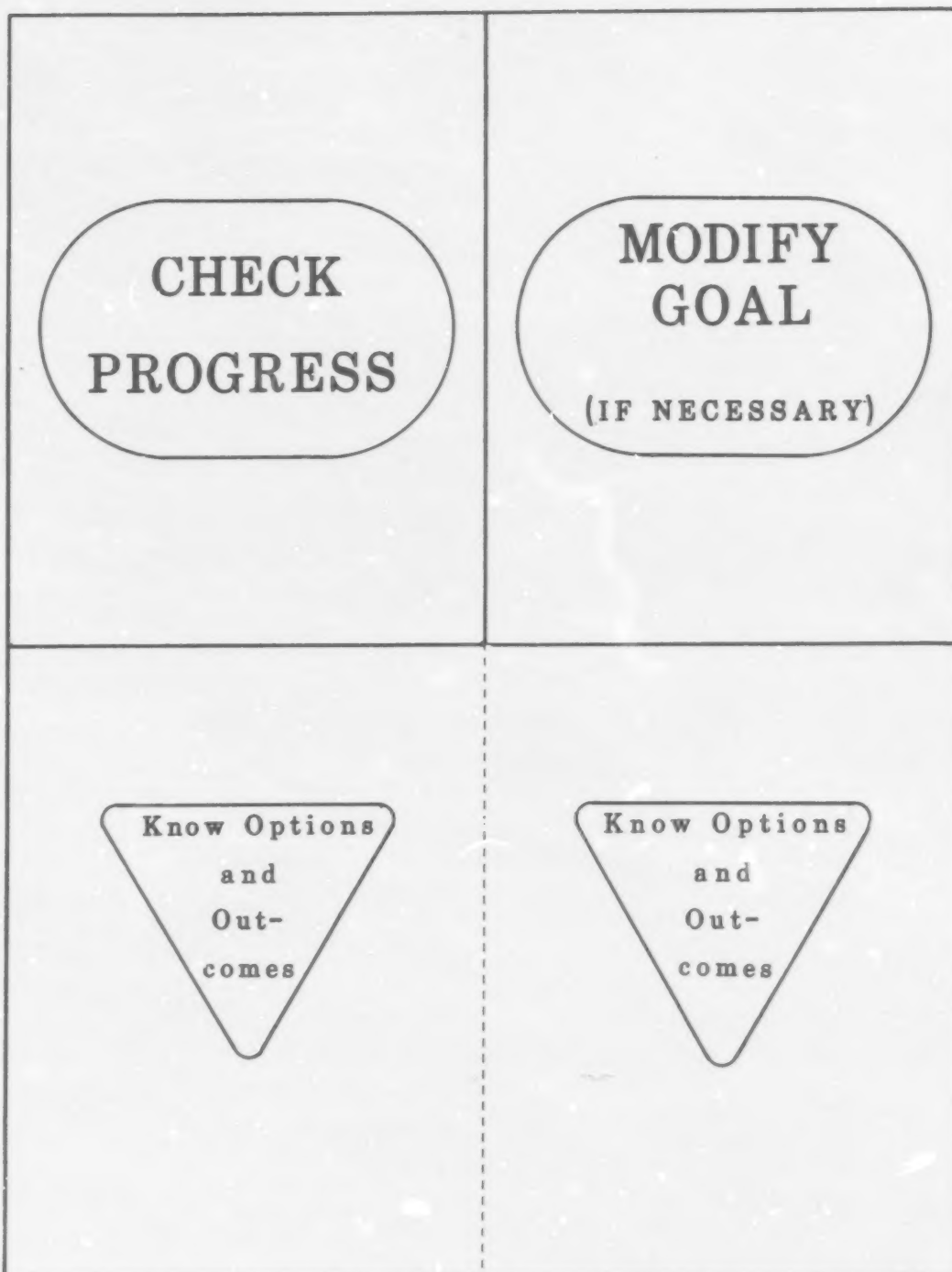
B6-DMGA-9

WORK-STUDY WHEELIES

I value getting sales experience.

I value being near sleek, shiny, new motorcycles.

B6-DMGA-9



Cut out 3 cards along vertical and horizontal solid lines. Fold double card along broken line.

LEFTY'S LEATHER

New Goal: Buy a store front
and move the business there.

LEFTY'S LEATHER

Have we made enough money
from our leather goods?

Are we working together well?

B6-DMGA-9

LEFTY'S LEATHER

Options:

I could hire a sales
representative and 1
leather worker.

I could hire Marty and
Heather to do all the leather
work.

I could incorporate the
business with 2 other
leather workers.

B6-DMGA-9

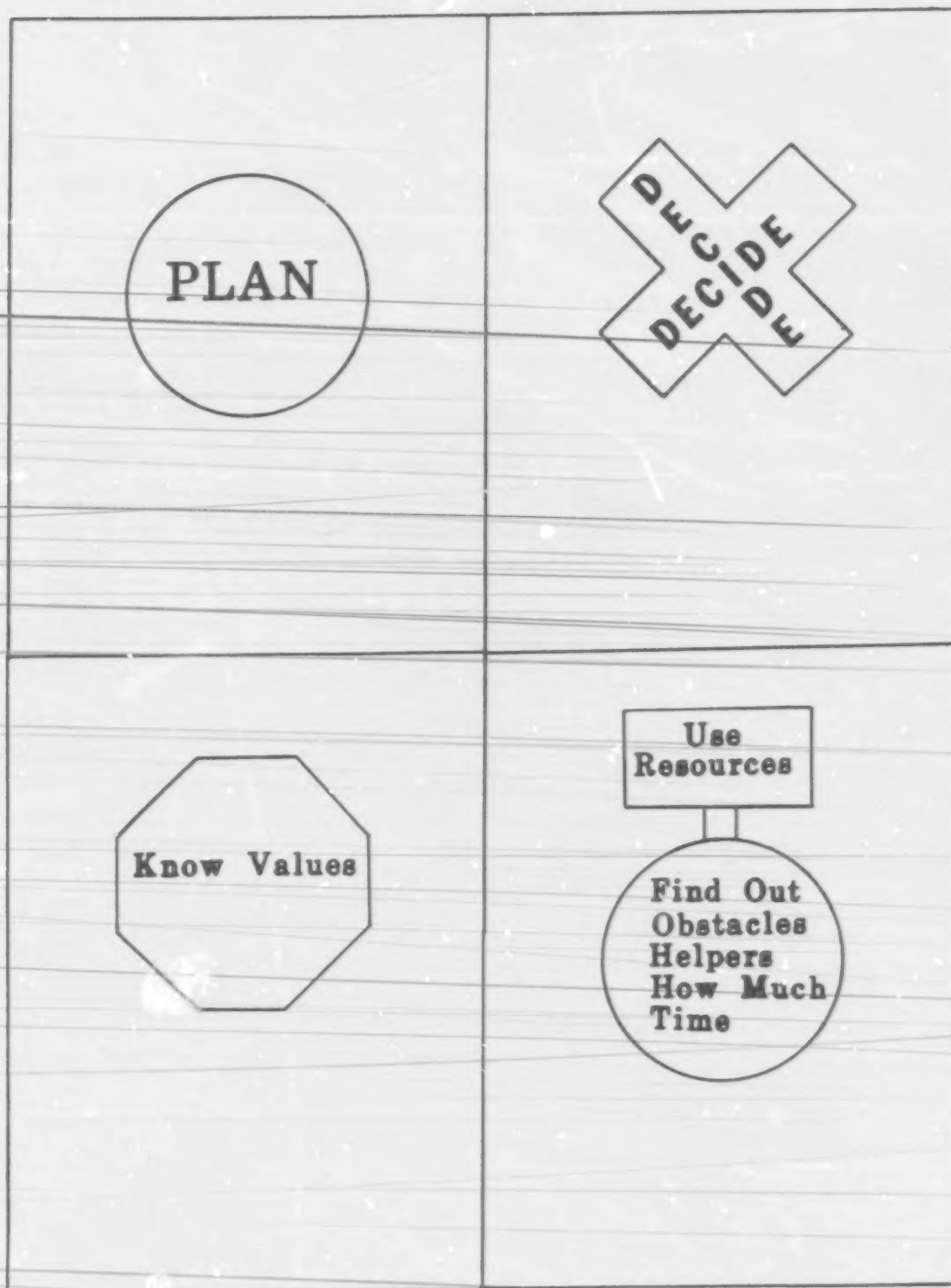
Outcomes:

I would do only training and
leather work.

I would do the work of a
sales representative.

All 3 of us would learn the
ropes together.

B6-DMGA-9



Slide cards along vertical and horizontal lines.

SAILBOAT SALE

I decide to sell the boats myself during the summer without a vendor's license.

B6-DMGA-9

SAILBOAT SALE

Resources:

Reading - Marketing News, a magazine.

People - Talk to Park Commissioner.

Experience - Attend a town board meeting about summer park program.

Find Out:

Obstacles - I am not old enough to get a vendor's license.

Helpers - Mr. Ashe, and the park commissioner.

Time Needed - 2 months in the summer.

B6-DMGA-9

SAILBOAT SALE

Look for a shady spot in the park near the woods.

Figure out how much money to charge for the sailboats.

B6-DMGA-9

SAILBOAT SALE

I value being outdoors in the summer.

I value making money during the summer.

I value taking chances.

B6-DMGA-9

SAILBOAT SALE

New Goal: Sell boats through
an ad in the newspaper.

SAILBOAT SALE

How much money do I have?

Are people still interested
in buying my sailboats?

Are business costs too high?

B6-DMGA-9

B6-DMGA-9

SAILBOAT SALE

Options:

I could have someone else
sell the boats for me.

I could wait till August 10,
when I'm old enough to get
a vendor's license.

I could sell the boats myself,
without a vendor's license.

Outcomes:

I'll have to pay a salary and
won't get as much money as I
want.

I won't have enough time to
sell all my boats before
school starts.

I might get caught.

B6-DMGA-9

LEFTY'S LEATHER

I decide to incorporate the business with 2 other leather workers.

LEFTY'S LEATHER

Look at catalogs to agree on styles and tools needed.

Set up work schedules.

Agree on what retail stores to do business with.

B6-DMGA-9

B6-DMGA-9

LEFTY'S LEATHER

Resources:

Reading - Read telephone books.

People - Talk to friend, Bob Smith.

Experience - Visit retail stores.

Find Out:

Obstacles - I do not have enough leather goods ready to sell.

Helpers - Heather, Marty, and Bob.

Time Needed - 4 months.

LEFTY'S LEATHER

I value learning all aspects of a business.

I value selling leather goods that have a lot of variety, style-wise.

B6-DMGA-9

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

I decide to let Al help me in
River Terrace.

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

Resources:

Reading - Read map that shows
neighborhood groupings.

People - Talk with J.P. Duncan,
who won the contest last year.

Experience - Explore all
neighborhoods on bike.

Find Out:

Obstacles - Not much time
after school.

Helpers - Brother, Al.

Time Needed - 6 months.

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

Fill out the application for
the Colorado Rafting Contest.

Practice sales speech.

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

I value adventure.

I value keeping promises.

I value doing things for
myself all by myself.

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

I got on my bike and pedaled
like crazy to do my job.

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

I want to win a rafting trip
down the Colorado River.

B6-DMGA-9

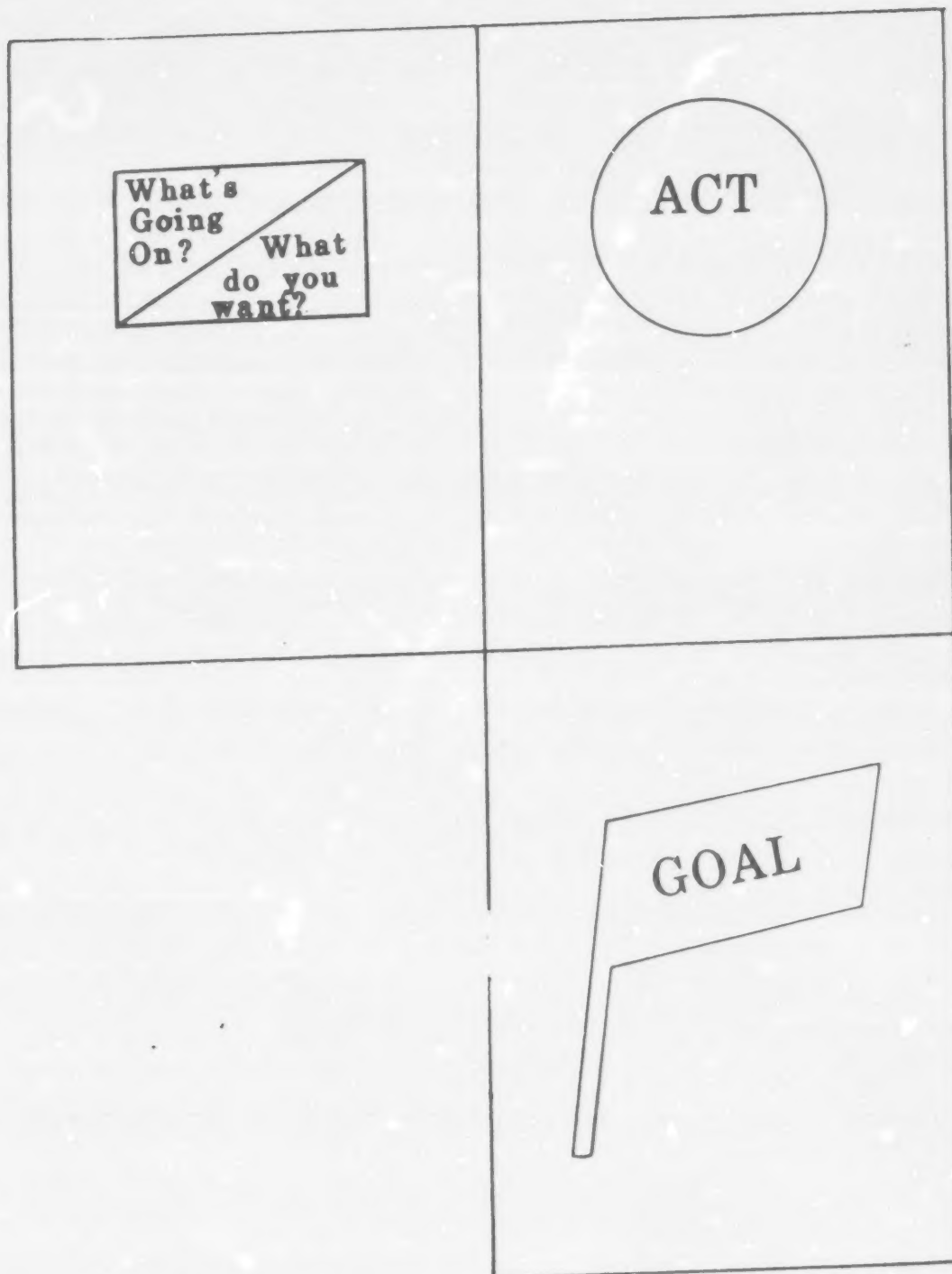
B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME



Jezze on Her Rafting Trip.

B6-DMGA-9



✂ Cut out 3 cards along vertical and horizontal lines.

SAILBOAT SALE

Buy materials and make signs to sell boats.

Write and practice sales speech with Sissy.

Get money for making change for customers.

Ask Park Commissioner for decision on vendor's license.

B6-DMGA-9

SAILBOAT SALE



Kingston Puts an Ad in the Newspaper to Sell the Sailboats.

B6-DMGA-9

SAILBOAT SALE

I want to sell model sailboats in the park this summer.

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

No need to modify goal. Win
a rafting trip down the
Colorado River.

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

How are others doing in the
contest?

B6-DMGA-9

B6-DMGA-9

JEZZE'S THE NAME/
ADVENTURE'S THE GAME

Options:

I could let Al help me in
River Terrace.

I could work alone.

Outcomes:

I'd have to help Al next
summer.

I'd have to do twice as much
business.

B6-DMGA-9

LEFTY'S LEATHER

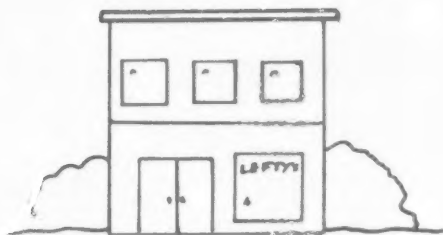
Look at catalogs to agree on
styles and tools needed.

Follow work schedules.

Sell leather goods to retail
stores.

B6-DMGA-9

LEFTY'S LEATHER



Lefty Sells His Work
in His Own Shop.

B6-DMGA-9

LEFTY'S LEATHER

I want to have my leather
goods sold at retail stores.

B6-DMGA-9

WORK-STUDY WHEELIES

No need to modify goal. Sell motorcycles in work-study program.

B6-DMGA-9

WORK-STUDY WHEELIES

Options:

I could sell toys at the toy store.

I could take shop courses in motorcycle repair.

I could try to convince the sales manager, shop owner, and guidance counselor to set up a work-study course in motorcycle sales.

B6-DMGA-9

WORK-STUDY WHEELIES

Is my schedule confirmed?

Is my starting date decided?

B6-DMGA-9

Outcomes:

I would not be selling what I want to sell.

I would not be in a work-study program.

I would be in a work-study program selling motorcycles.

WORK-STUDY WHEELIES

Talked to shop owner, sales manager, and guidance counselor.

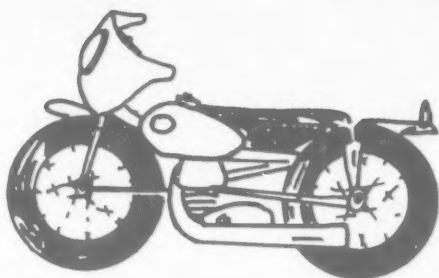
WORK-STUDY WHEELIES

I want to sell motorcycles through the work-study program.

B6-DMGA-9

B6-DMGA-9

WORK-STUDY WHEELIES



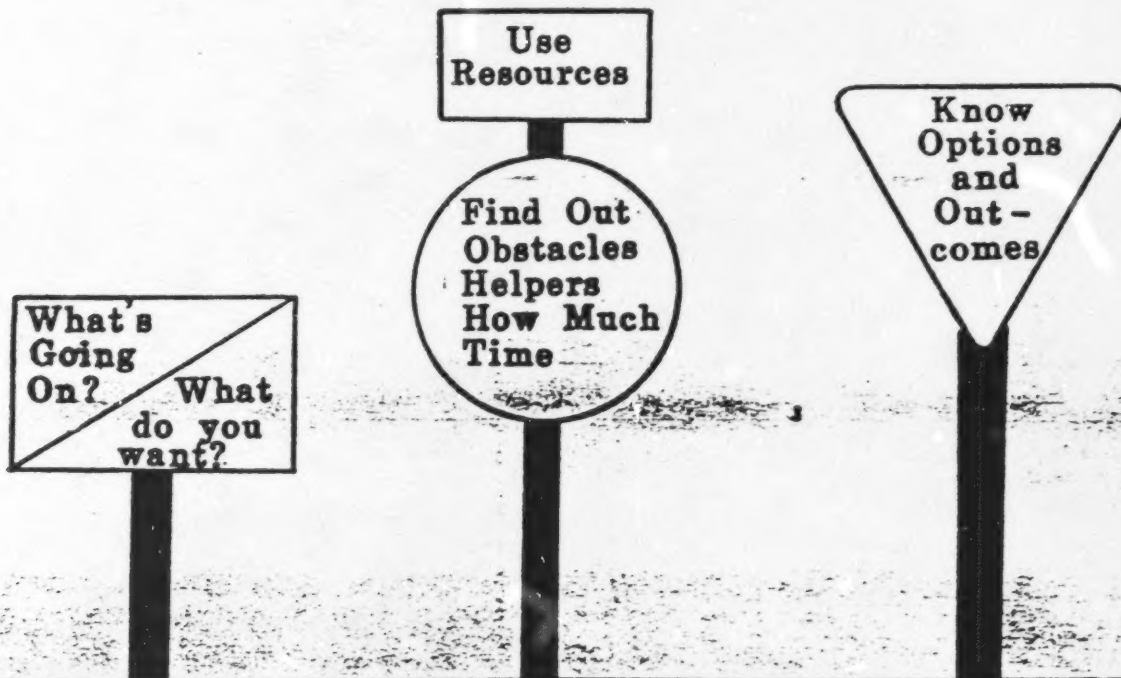
Donna Sells Motorcycles in
Her Work-Study Program

B6-DMGA-9

DIRECTIONS

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4. Put the remaining cards sign-side-up in a deck between the game boards. Make a discard pile next to the deck, with all cards placed sign-side-up.



GOAL

MODIFY
GOAL
(IF NECESSARY)

CHECK
PROGRESS

ACT

PLAN

476

476

GOAL

CHECK
PROGRESS

MODIFY
GOAL
(IF NECESSARY)

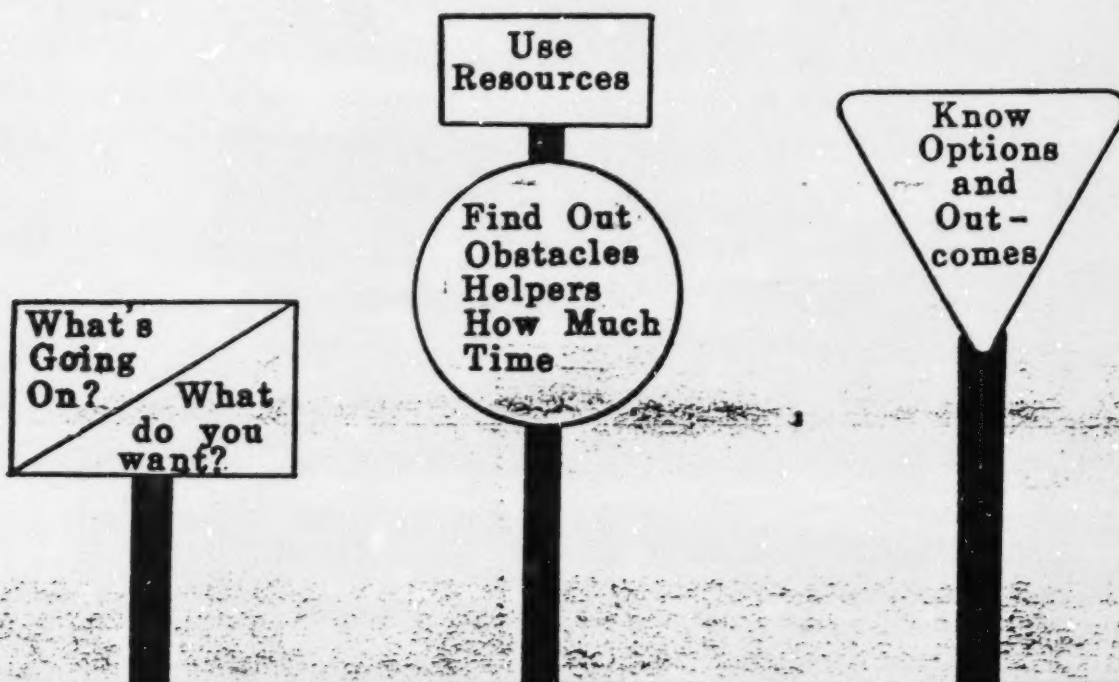
PLAN

ACT

DIRECTIONS

SET UP:

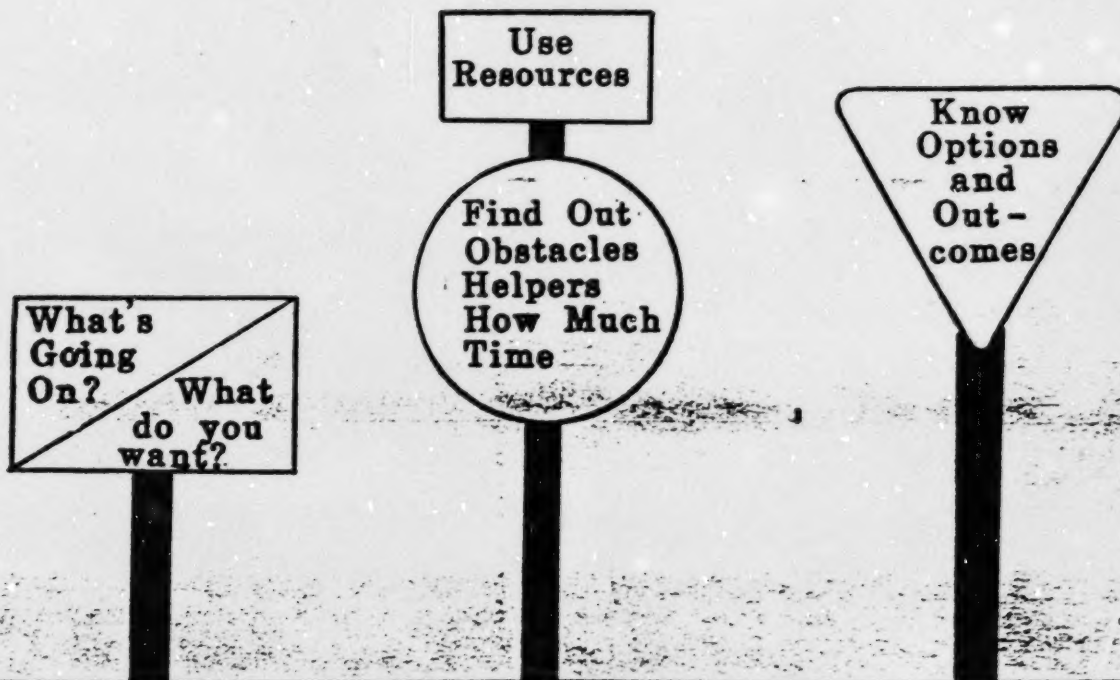
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DIRECTIONS

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Work-study Wheelies



Directions:

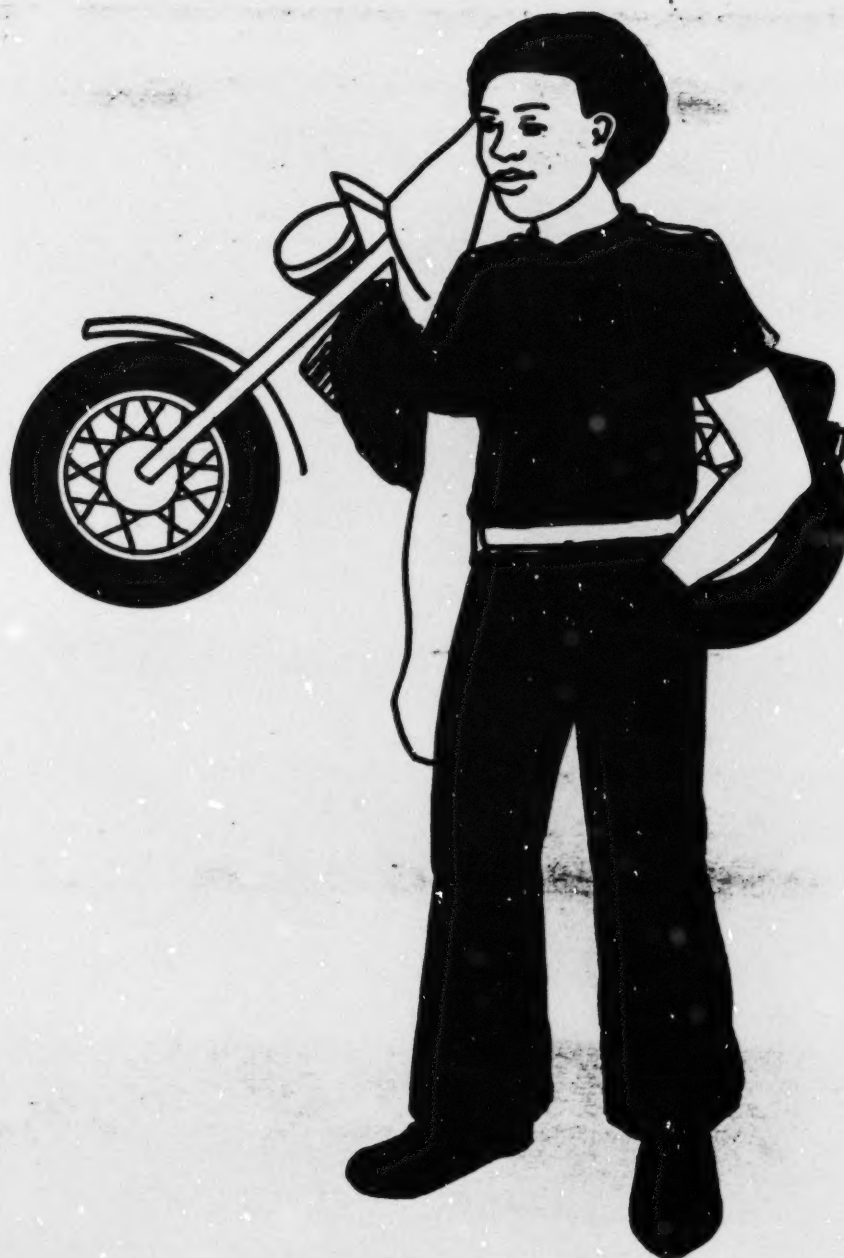
Read the story about someone who follows all the steps on the decision making/goal attaining pathway and mountain.

Materials:

Included:
Story
Pictures

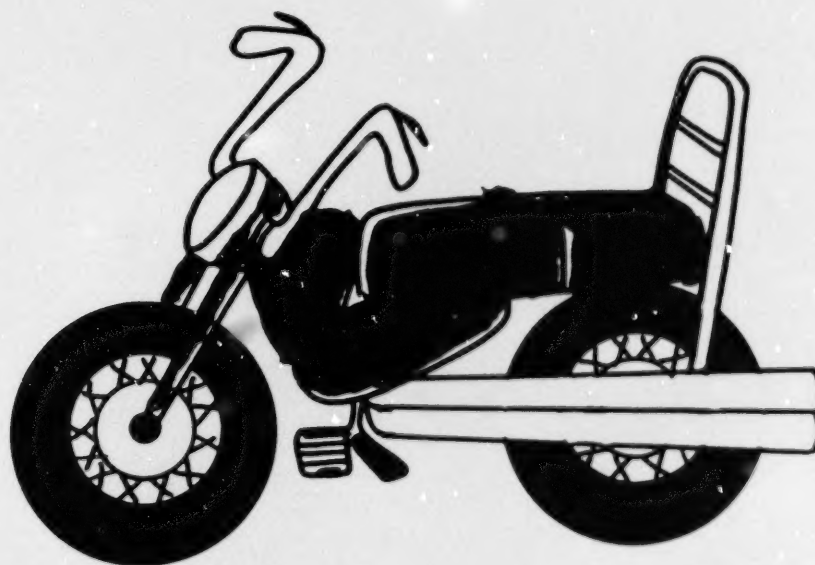
Needed:
None

Work-study Wheelies



Hi, I'm Sue Jones.

Our school has a work-study program. I was happy to be a part of the program during my senior year. I wanted sales work. So for the first part of work-study, I was in a clothing store. I sold nightgowns.



That was okay, but it wasn't great. What I REALLY WANTED to sell was ... motorcycles!

I went to the guidance office. I did some READING. I had to know if the work-study guides showed any listings in motorcycle sales. There weren't any listings in motorcycle sales.

Next I used the telephone book. I wrote down the names, addresses, and phone numbers of three bike sale shops. One was very close to the school. The other two shops were in other towns. They were too far away for the work-study program. I needed help from PEOPLE.

I went to see the guidance counselor, Mr. Bell. Mr. Bell said he had never had work-study in motorcycle sales work before.

"But," he said, "that is no reason not to try."



He even said I should talk with some workers at a motorcycle sales room.

I set a date for Saturday. I had a long talk with the sales manager, Ken Hill.

What an EXPERIENCE! He told me a lot about motorcycle sales.

He said, "You must know the bikes. You must be able to read well. You should also be neat when you write an order. Other people have to read it, too. So neatness does count.

I had the background, or RESOURCES, I needed. They were READING, PEOPLE and EXPERIENCE.

Next I had to find out if there were any OBSTACLES. The biggest problem was that the store had never worked with work-study before. I would have to try to get the owner interested in having students work and learn in the sales room. The TIME NEEDED to do all this was in three weeks, when the term would start and when I would have to start my next work-study job.

I needed HELPERS.

I went back to Mr. Bell. I asked for his help in setting up the job, and he agreed to help.

Then I called the owner of the motorcycle shop, Mr. Sans. I told him about the work-study program. He sounded interested. He wanted to talk with Mr. Bell about the program. And he wanted to speak with some shop owners already in the program.

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I thought about my OPTIONS and their possible OUTCOMES. One OPTION was selling toys at the toy store. The OUTCOME would not be selling what I wanted to sell. Another OPTION was to take shop courses in bike repair. The OUTCOME was I wouldn't be in a work-study program. The last OPTION was to try to convince the shop owner, sales manager, and guidance counselor to set up a work-study course in motorcycle sales. That was the OUTCOME I really wanted.

I had to think of my VALUES. And my greatest VALUE right now was to work in sales. I also VALUED being near sleek, shiny, new motorcycles. Oh, how I wanted the job!

I DECIDED I had to talk once more with Mr. Sans and Ken Hill at the motorcycle shop. I would let them know how much selling motorcycles meant to me. I would tell them how hard I would work and learn while at the job.

I PLANNED what I'd say. I asked Mr. Bell if he would go with me on Saturday, even though it was his day off. And that's the ACTION we took.

Mr. Sans had already called three businesses already in the work-study program. He was impressed with the things he had heard. He was ready to start a work-study program at the motorcycle shop.

Ken Hill and I went into the sales room. He gave me reading materials. I needed to know about what I'd be selling.

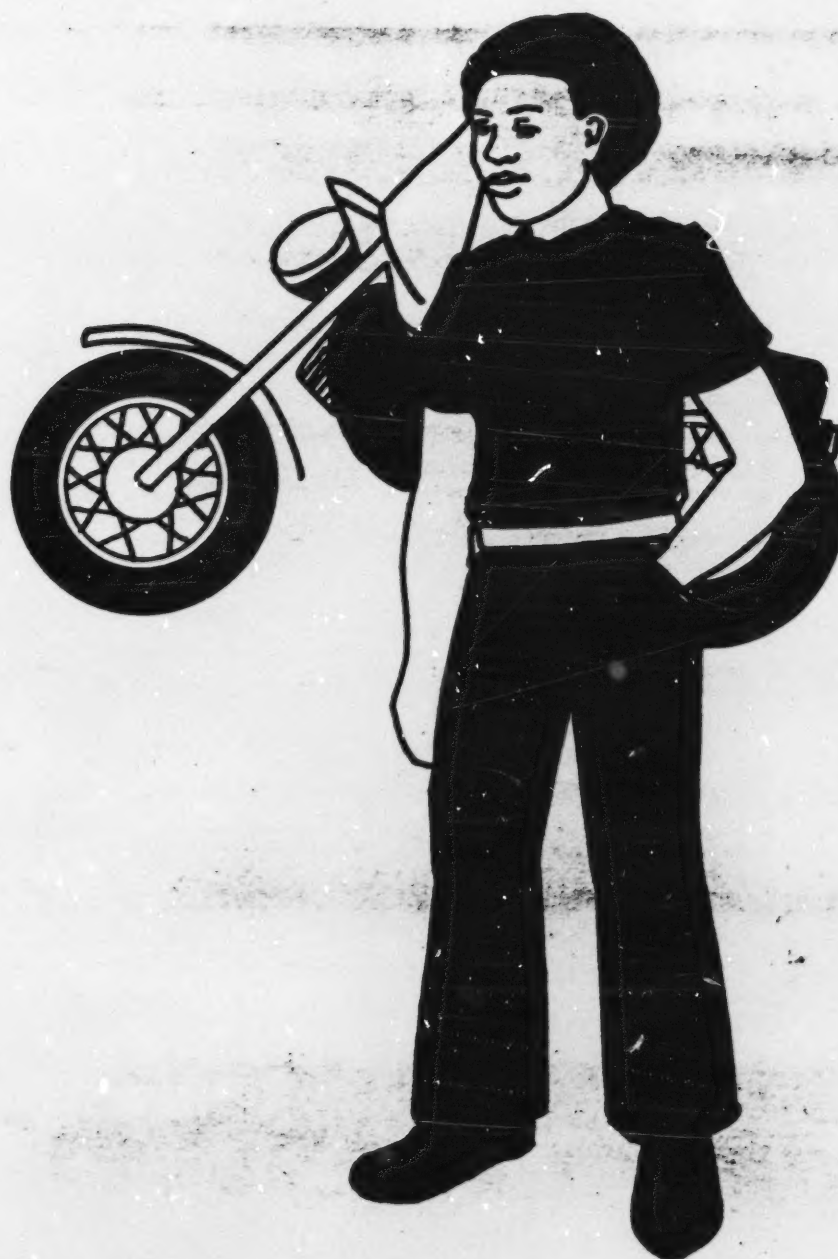
Mr. Bell and Mr. Sans talked for some time about setting up the program.

I was all set to go.

In order to CHECK my PROGRESS, I'd just have to come back. I'd return in one week to confirm my schedule. Then I'd let Mr. Sans know my starting date. I could hardly wait to get to work selling those motorcycles!



It feels good to reach your GOAL!



Sailboat Sale



Directions:

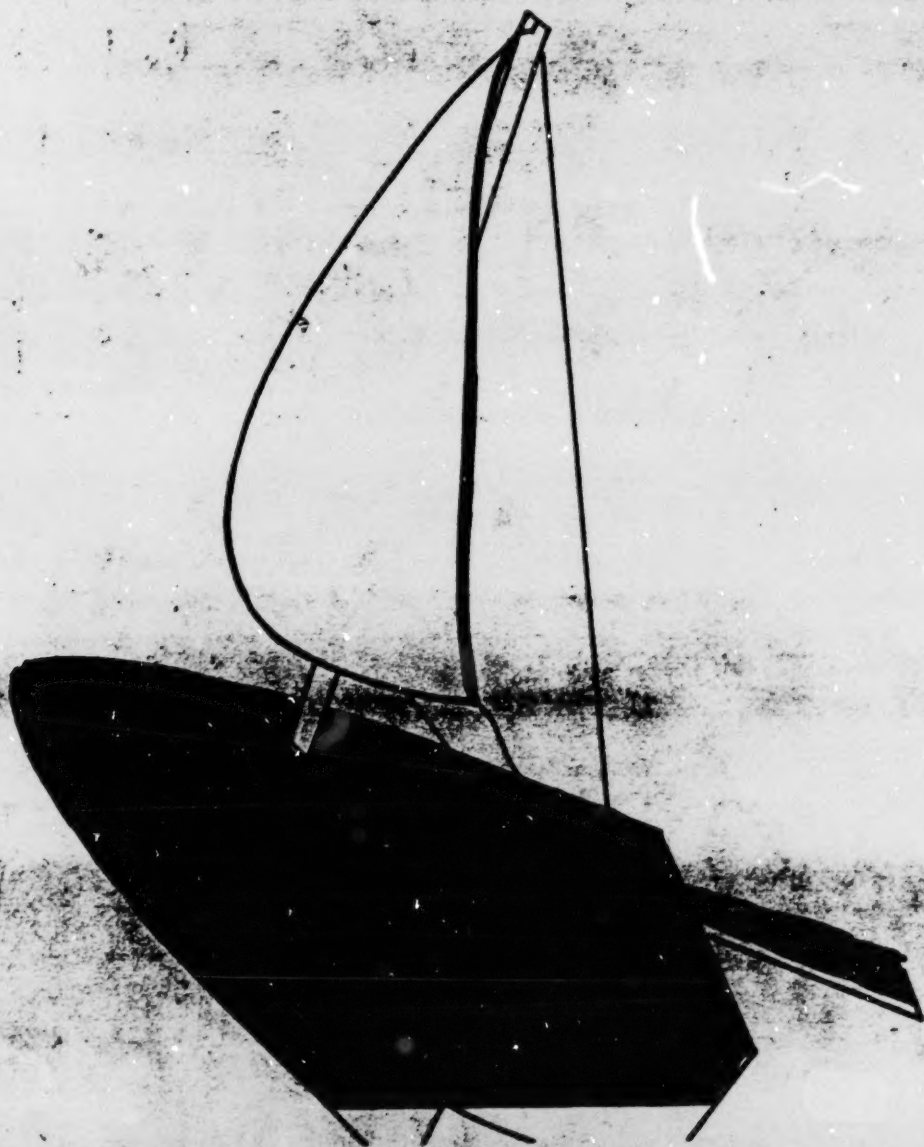
Read the story about someone who follows all the steps on the decision making goal attaining pathway and mountain.

Materials:

Included:
Story
Pictures

Needed:
None

Sailboat Sale



Kingston looked at all the model sailboats he had made. He told his shop teacher that he WANTED to sell his boats at the park. He said he wanted to start in the summer.



Mr. Ashe, the shop teacher, told Kingston about the RESOURCES he should use. The resources were READING, other PEOPLE, and his own EXPERIENCE.

Kingston read a magazine about selling things. It was called Marketing News.

Then he went to a town meeting about the summer park program. At the meeting, Kingston met the park commissioner. After the meeting, Kingston felt confident that he could sell his boats at the park.



Mr. Ashe said, "Are there any OBSTACLES in your way? Did you think about ~~getting~~ a vendor's license to sell things? Think about what HELPERS you'll need and the TIME NEEDED to sell your boats."



Kingston thought about what Mr. Ashe said. He asked his sister to help him sell the boats. With her help, Kingston thought, he could sell his sailboats in the two summer months.

But at City Hall, Kingston met his first OBSTACLE. "You have to be eighteen to get a vendor's license," said the clerk.

Kingston said, "I won't be eighteen until August tenth. But I need the license in June."





"I'm sorry, those are the rules," said the clerk. "The only one who can make an exception is the commissioner. You can ask her."

Kingston asked the park commissioner, but she said, "No. You can't sell your boats without a license, and you can't get a license until you're eighteen."

Kingston thought about his OPTIONS and OUTCOMES. He could pay someone to sell his boats. But he would not make as much money. He could wait until his birthday. Then he might not sell his boats by the end of the summer. He could sell his boats without a license. He might get caught, and again he might not.

Kingston VALUED being outdoors and making money the whole summer. He also VALUED taking chances, so he DECIDED to sell the boats himself, even though he did not have a license.

Kingston wrote out a PLAN to set up his stand in a shady place in the park; he figured he would hide behind the trees if cops came. Then he figured out how much to sell the boats for.

He was ready to ACT. He made some signs. He wrote a sales speech and got money ready for making change.



Kingston and his sister started to sell the boats.

SAILBOAT SALE





The park patrol passed by often, and each time Kingston and Sissy ran into the woods.



Running made them hot, so they ate a lot of ice cream.

After two weeks, Kingston CHECKED his PROGRESS. He discovered he was not making much money. Two boats had broken, they had lost some money, and they had spent some money on ice cream. Kingston hoped things would get better.





One day, a park patrol officer caught them, and Kingston had to pay a fine for selling boats without a license.

After that, Kingston knew that he had to MODIFY his GOAL. He put an ad in the newspaper and sold a few boats that way.

On August 10th, he was eighteen, and he got his license. Kingston sold his boats in the park, legally. By the time school had started, all the boats were sold.

On the first day of classes, Mr. Ashe asked, "How'd you make out selling your boats?" Kingston told him the whole story and how he reached his GOAL.

Kingston explained, "Not only did crime not pay; it cost me money. I ate too much ice cream, I lost money on a newspaper ad, and I paid a fine. I won't let that happen again; next summer, it will be all profit! I finished a blueprint for model canoes. Will you look it over with me?"

"Kingston, I'd be delighted!" exclaimed Mr. Ashe.